

ATHLETIC JOURNAL

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Muncie Plays Baseball

Walter Fisher

The 1940 Baseball

C. O. Brown

How Champions Train

Dean Cornwell

Cyde Littlefield

Harry Hillman

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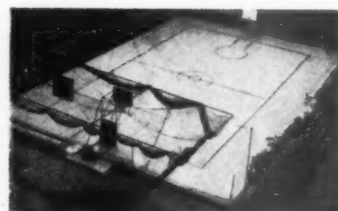
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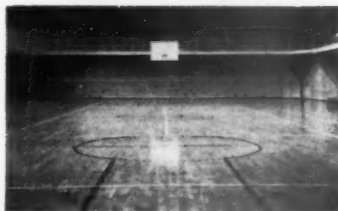
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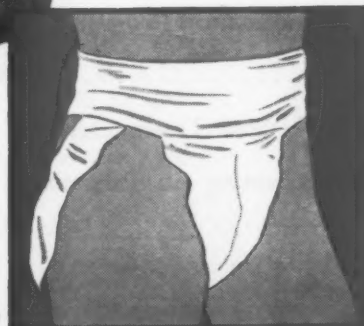
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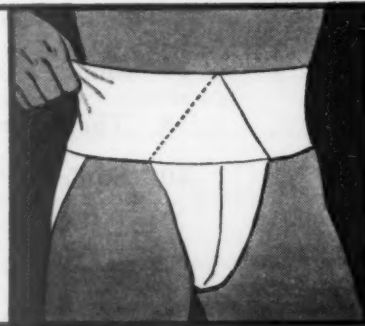


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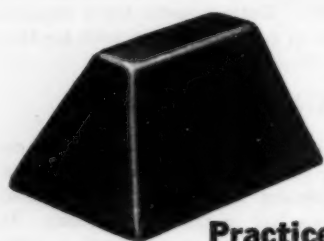
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What the new
Football Rules
say regarding
CLEATS:

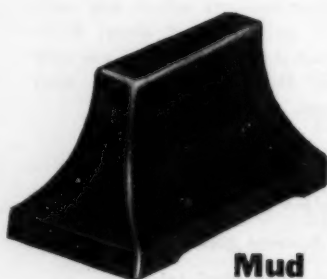
SPOT-BILT Compresso-Lock Oblong Cleats: Three Distinct Types for Every Field Condition, Game or Practice



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Game



Mud

Better Balance—Better Traction

For your boys . . . better footing than they ever had! Three distinct types of oblong detachable cleats . . . take care of every position on the team, under every field condition, game or practice. Better traction because oblong cleats provide twice as much supporting surface as round cleats . . . far more comfortable and better balance because the shoe remains level in action . . . less rocking . . . fewer chances for turned ankles, pulled tendons.

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Practice Cleat**



**Round
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**Round
Mud Cleat**



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- ★ Better Traction
- ★ Perfect Pivots

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According to the new rules, both round and oblong cleats are legal if they meet the following dimension requirements: Round cleats—minimum top dimension $\frac{3}{8}$ ", straight sides, top and bottom parallel. Oblong cleats—minimum top dimension $\frac{1}{4}$ " x $\frac{3}{4}$ ". Female attachments must have an effective locking device.



SPOT-BILT Compresso-Lock round and oblong cleats meet all of these requirements. In addition to being legal, practical and safe, the Compresso-Lock female cleat attachment makes it possible to use round or oblong cleats, or a combination of both, and can be placed at any angle—locked in position by compression.



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- ★ No Injury Hazard
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Feel the Difference!

The Success of SPOT-BILT Oblong Cleats Lies in the Compresso-Lock Attachment. Here's How It Works...

Fig. 1—Cleat is of approved design and will not chip. Note special ratchet teeth.

Fig. 2—The rubber disc has six ratchet teeth on the top side, corresponding to ratchet teeth in the base of the cleat and interlock when cleat is tightened.

Fig. 3—The six teeth projecting from the upper surface of the steel washer are embedded in the rubber disc when cleat is tightened.

Fig. 4—Showing how corresponding ratchet teeth in the cleat and rubber disc are interlocked when cleat is tightened. Note extra thickness of rubber disc—this is extent of compression when cleat is tightened.

Fig. 5—The cut-away view shows the cleat tightened. The metal teeth in the washer have been locked into the rubber disc. The corresponding teeth in the disc and cleat have been locked by compression. Cleats will absolutely not unscrew in service. Note the convex nut through which the bolt screws. This type of nut prevents breakage and keeps the nut from pulling down through the bottom of the cleat when cleat is tightened.

How to Put Them On

The method of screwing Compresso-Lock cleats to the desired position is extremely simple. Any boy can do it. The important thing is: When screwing on oblong cleats, turn to the right until securely fastened. Then, with a little extra effort, continue to turn to the right until the cleat is in the desired position. It is possible to do this because the rubber disc is sufficiently thick to permit additional compression to the extent of half a turn. Do not turn backward (to the left) to set cleats in final position. Always turn to the right.

Patent Applied For

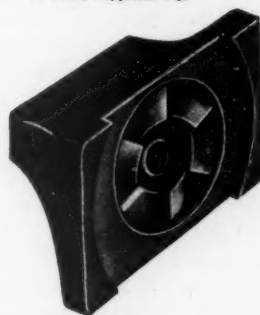


Fig. 1



Fig. 2

Pat. App. For



Fig. 3

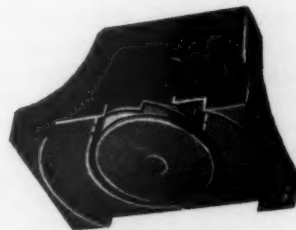


Fig. 4

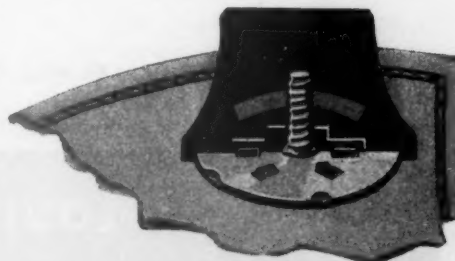


Fig. 5

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Muncie Plays Baseball

By Walter H. Fisher
Athletic Director, High School,
Muncie, Indiana

known basketball coach, Raymond Jolly, has been the baseball supervisor for the City Recreation Department. Assisting him has been some outstanding member of our local semi-professional baseball team. These men hold daily baseball schools for boys from the elementary to the high school level and arrange schedules of play from the various play centers. The whole idea behind the plan is to arrange a progression of promotion from the elementary grades to the professional team representing the City of Muncie. Four mornings each week there are baseball schools for the elementary grades; two of these are spent in the northside baseball diamond; two of them in the southside baseball diamond. Two days of the week the boys play regularly scheduled league games. The same schedule is carried out for junior and senior high school boys except that the afternoon is given to their activity. The best players from the junior and senior high schools are then in turn selected for the American Legion team. This is, also, a part of our baseball set-up. Then the next step is our Saturday Afternoon Baseball League, made up of teams from Muncie and other towns of Delaware County. This league plays a full summer schedule as part of the WPA recreation baseball program. A boy who shows sufficient ability in playing in our recreation leagues or American Legion ball is drafted by some wide-awake team manager and is then promoted to the Saturday Afternoon League.

Competition is becoming keener each year in this Saturday All-Age League. In 1937 when this was started, the players were of very poor quality, but during the past season of 1939, decided improvement was in evidence. This season, many of the boys who played in the Saturday Afternoon League are to be given a chance with the City Professional team. I predict that, in five years under this system of stimulation of baseball activities, it will be unnecessary for the city to go outside of its own local community to find enough efficient baseball players to produce a winning team. Besides this, thousands of boys have been directed into this worth-while recreation activity. They now find pleasure and health from this great sport, baseball.

MANY coaches and physical education teachers miss the opportunity for full year-around employment, because they do not sell a needed and worth-while activity to their communities.

In the summer of 1937, we awoke to the realization that baseball was a lost art in our community. The Muncie Park Department sponsored a semi-professional team which played Sunday games in one of our local parks. This was the chief Sunday amusement for thousands of people, but sad to relate, there was not a local boy playing with that team. Not only did this deplorable condition exist in Muncie, but it, also, existed elsewhere in the state of Indiana. At that time Quentin K. Hartke, WPA Recreation Director, started the pro-

motion of hard baseball throughout the state of Indiana. This promotion of baseball added impetus to our recreation program.

The administration of our Recreation Department, which permits us to sponsor baseball is as follows. We have a harmonious set-up, being sponsored by the Park Department, the Civil City, the City Schools, and the WPA Recreation Project. The City Schools and the Civil City each contribute \$23,000 to the Recreation budget; this money is spent for supplies and personnel for the summer program; the WPA furnishes labor and much of the leadership. The whole program is administered by the city recreation director.

Our set-up to promote and stimulate interest in baseball is as follows. Our well-

Many of them will go on to professional baseball, which is then a vocation instead of recreation. Another factor that greatly stimulated this progress has been motion pictures of the big leagues and coaching techniques sent to us by the State Staff of WPA Recreation.

Last fall in our city, members of the Brooklyn Dodgers' baseball team conducted a one week's baseball school for all Eastern and Central Indiana. This did much to promote and create baseball interest in this locality.

IN this article Mr. Fisher, Athletic Director of the Muncie (Indiana) High School, explains how the athletic department of the high school in that city has contributed to a most worthwhile project, that of keeping the boys of a community interested in recreation through the summer. The article is most timely as many coaches will soon be planning on how they may best serve their communities next summer.

The policy and plan of our high school team, as coached by Mr. Jolly, is to start baseball about May 1, when the weather is sufficiently warm to find the baseball spirit at its highest, then to continue throughout the summer with the baseball team playing with other high schools in our vicinity. Since our athletics are planned on a twelve-month basis, baseball is naturally our summer activity.

This program is working well for us, although it is only in its early stages. Much promotion is yet to be done.

Changes in the Baseball Rules for 1940

By C. O. Brown

Executive Vice-President, The Athletic Institute, Inc.

PLEAS of "Help The Poor Pitcher" were heeded by baseball solons in their meeting at Belleair, Florida, February 12 and 13, when the most numerous and far-reaching changes in the past twenty years were written into the official playing rules of baseball.

They may turn out to be "Pity the Poor Hitter" before the summer is over for the pitcher has been given the following helps:

1. He may take two steps in delivering the ball, providing his pivot foot (the right foot for a right-handed pitcher) does not leave the pitching rubber, that is, he may step back and then forward with his other foot.

2. The catcher is no longer confined to the old "box" when the pitcher is trying to walk a man intentionally or "pitch out."

Holding the pitcher in check are prohibitions of faking a throw to an unoccupied baserunner and clarification of the balk rule. These, however, are designed to protect the baserunner rather than the batter.

Most important among other changes are: the elimination of the troublesome block ball rule, particularly pertinent to open fields, and substitution of a much clearer rule; clarification of the infield fly rule; provision of a penalty on interference with the catcher while a runner is stealing (Previously according to a strict interpretation of the rules, a runner stealing third when the catcher interfered with the batter was required to return to second); a rule covering missing home plate in sliding; prohibition of intentionally dropping line drives or fly balls by any fielder; penalty for interference with a play by previously retired batsman or baserunner; elimination of the sacrifice fly and clarification of methods of computing earned runs in the scoring rules.

By and large, the group which brought the rules up to date, consisting of Commissioner Kenesaw M. Landis, presidents

Ford Frick and Will Harridge of National and American Leagues respectively, Judge W. G. Bramham, president of the National Association, National League chief umpire Ernie Quigley (a member of the A. B. C. Advisory Commission), American League chief umpire Tommy Connelly, Bob Quinn of the Braves, Sam Breadon of the Cardinals, as National League representatives, Clark Griffith of the Senators and Eddie Collins of the Red Sox, representing the American League, did a job which will make the rules much clearer to amateurs and take a load off amateur umpires.

The rule more observed in the breach than in practice, regarding a balk being called on the pitcher for the catcher stepping out of his balk before a ball was delivered was eliminated entirely.

So was the sacrifice fly rule. In 1940, sacrifices will be credited only on bunts and long fly ball hitters will find their averages shrinking eight to ten points according to prediction of Tom Swope, baseball writer of the Cincinnati Post and statistician extraordinary.

Probably most difficult to remember on the part of infielders will be the rule barring the former "smart" baseball of trapping low line drives to make double plays by force-outs. Now the rule requires the umpire to call the batsman out when "in the judgment of the umpire" any player intentionally drops a line drive while first, first and second, or first, second and third are occupied. The batsman is also out, if his bat hits a ball on or over fair territory. This may deter a few of the wild bat slingers.

Two plays on which the National and American Leagues differed in interpretation have now been cleared up. If a runner misses home plate sliding in, it is now necessary only to tag the base to retire him. If an infield fly hits a baserunner

standing on a base, he is not out and the ball is dead; if, however, it hits him when he is not on the base, both batsman and baserunner are out and the ball is dead.

The interference rule which previously did not take care of baserunners other than the one guilty of interference is now cleared up also. All runners return to the last base they had legally touched at the time the interference was committed.

Another play on which different interpretations existed was that of appeal plays, that is, was the man out when he committed the offense later appealed or was he out when the appeal was made. Uniform interpretation now favors the latter decision. A man is not out until an appeal is made, so far as it affects the status position of other baserunners, but a baserunner is not affected by failure of a preceding runner to touch a base.

Since the baseball official rules will probably be published later than usual this year, because of the late and numerous rules changes, the important changes affecting amateur baseball may be of interest to your readers. (Note: The changes are italicized).

Rule 1. Change "235 feet" to "250 feet."

Rule 15. At end of first sentence add "in one piece" after "of hardwood."

Rule 23. Sec. 3. Substitute "or other cause which in the umpire's judgment interferes with further play" for "fire, panic, or for other cause which puts patrons or players in peril."

Rule 24. The score of a forfeited game officially is made 9 to 0. (This is nothing new, merely makes recognition of a custom.)

Rule 24. Sec. 11. Add "except that no pitcher in said game shall be credited with a victory or charged with a loss in said game."

Rule 27. Sec. 1. (Note: The entire section as amended is included, rather than

the changes only which are italicized). Preliminary to pitching, the pitcher shall take his position with the pivot foot *always* on or in front of and in contact with the pitcher's plate. *In the act of delivering the ball to the batsman, the pitcher's other foot is free, except that he cannot step to either side of the pitcher's plate.* He shall not raise either foot until in the act of delivering the ball to the batsman, or in throwing to a base. With a runner on first or second base, the pitcher must face the batsman with both hands, holding the ball in front of him. If he *raises* his arms above his head or out in front, he must return to a natural pitcher's position and stop before starting his delivery of the ball to the batsman.

Note: After the pitcher takes a legal position for delivery of ball to batsman, he *may* take one step *backward and one step forward, but not to either side.*

Rule 29. After "unless struck at by the batsman," add the words "except as provided for in Sec. 4 of Rule 46." (This relates to a batsman making no effort to get out of the way of a pitched ball.)

Rule 30. Strike out words "when in the catcher's lines and within 10 feet of the home base."

Rule 31. Changes in this balk rule are printed in their entirety. Secs. 1, 4, 5, 6, 7, —no change.

Sec. 2. Throwing the ball by the pitcher to any base to catch the baserunner without first stepping directly toward such base in the act of making such throw; *or feinting to throw to an unoccupied base.*

Sec. 3. Any delivery of the ball to the bat by the pitcher while the pivot foot is back of or not in contact with the pitcher's plate.

Sec. 8. Making any motion of the arm, shoulder, hip, *knee, foot* or body the pitcher habitually makes in his method of delivery, without immediately delivering the ball to the bat.

Sec. 9. Eliminated entirely. The "catcher's balk" rule.

Sec. 10 becomes Sec. 9.

Sec. 11 becomes Sec. 10.

Sec. 12 becomes Sec. 11 and has added the following note. (Note: *With no one on bases, it is not a balk if the pitcher drops the ball while delivering it to the batsman.*)

Sec. 13 becomes Sec. 12.

Rule 32. Sec. 7. Change to read "In case the ball is handled by a spectator as set forth in Rule 33."

Rule 33. The old block ball rule is repealed entirely and a rule affecting particularly amateur or high school games played on open fields inserted as follows: "A batted or thrown ball touched, stopped or handled by a person not engaged in the game is dead and not in play. If a fair hit, the batsman making the hit shall be entitled to two bases and each baserunner shall be entitled to advance two bases. If a thrown ball, each baserunner shall be en-

titled to advance in accordance with Sec. 2 of Rule 65.

Rule 41. Sec. 2. Change first part to read "A fair batted fly ball" instead of "A fair batted ball."

Rule 41. Sec. 3. Change to read "A fair hit ball that strikes the ground and bounds into a stands, etc."

Rule 44. Sec. 3. At end of section add "any of which would be an illegally caught ball."

The Infield Fly Rule

Rule 44. Sec. 8. The "infield fly" rule. Entire new section is printed herein. If, before two are out, while first and second or first, second and third bases are occupied, he hit a fair fly ball, other than a line drive, that can *reasonably be caught* by an infielder. In such case the umpire shall declare it an infield fly. *However, the runners may be off their bases or advance at the risk of the ball being caught, the same as on any other fly ball; but if hit by ball while standing on base, then the baserunner shall not be called out, but the ball is dead and the batsman shall be called out; and if the baserunner be hit while off base, both the baserunner and the batsman shall be called out and the ball is dead.*

Provided that, with first and second bases occupied, or first, second and third bases occupied, with less than two out, any attempt to bunt which results in a fair fly ball shall not be regarded as an infield fly.

Rule 45. Sec. 1. Strike out last sentence beginning, "However, no baserunner shall score a run to count, etc."

Rule 45. Sec. 4. Third line from last, change "Rule 49, Sec. 13" to "Rule 49, Secs. 10 and 13."

Rule 46. Sec. 5. Add at end, "unless he makes a safe hit."

Rule 46. Sec. 6. Add at end, "subject to the provision of Sec. 8 of Rule 44." Eliminate sections 4 and 9.

No change in sections 1, 2 and 3.

Change Sec. 5 to Sec. 4 and insert after "obstruction of a fielder," the words "including catcher."

Sec. 6 becomes Sec. 5.

Sec. 7 becomes Sec. 6.

Sec. 8 becomes Sec. 7.

A new Sec. 8 is added, "If the catcher interferes with the batsman while a baserunner is attempting to steal a base, the baserunner shall be permitted to advance to that base."

Sec. 10 becomes Sec. 9.

Rule 48. Sec. 7. Change "in which case the baserunner" to "in which case all other baserunners."

Rule 49. Sec. 2, second paragraph. "If before two are out, while *first*, or first and second, or first, second and third bases are occupied, *any player*, in the judgment of the umpire, intentionally drops a fly ball or a line drive, *the umpire* shall immediately rule the ball caught.

Note: Baserunners are obliged to "tag up" after the out has been declared before they can advance.

Rule 49. Sec. 2 (b) (new). If, after having hit or bunted a ball to fair territory, his bat again hits the ball on or over fair territory and deflects its course, other baserunners cannot advance.

Rule 49. Sec. 8. Change "retain" to "regain."

Rule 49. Sec. 10. Last sentence change "hands" to "person or uniform."

Rule 49. Sec. 13. Fifth line change "any base he failed to touch" to "any base (including home base) he failed to touch."

Rule 49. Sec. 18. First sentence. Change "over-run" to "over-run or over-slide."

Rule 49. Sec. 20. After "the difficulty of making such play," add "or if a batsman or baserunner who has just been retired obstructs or interferes with any following play being made on a baserunner," remainder unchanged.

Rule 50. Change "except Secs. 10, 13 and 18 of Rule 49" to read "Rule 44. Sec. 1 and 49, Secs. 10, 13 and 18."

Rule 54. Sec. 2. Old section repealed. New section reads, "He shall call and count balls and strikes, shall call fair and foul hits (including a foul tip), and shall make all decisions on the batsman."

Rule 65. Sec. 2. Second sentence is changed to read, "When a *first* throw made by an infielder, the umpire in awarding such bases, shall be governed by the position of the runner or runners at the time the ball was pitched; when the throw is made by an outfielder, *or is the result of any following plays or attempted plays*, the award shall be governed by the position of the runner or runners at the time the *last* throw was made.

Rule 70. Sec. 6. Eliminate last paragraph relating to sacrifice hits on fly balls. Sacrifice hits may now be credited only on bunt hits.

Rule 70. Sec. 12. At the end of the first paragraph and after the words "chances have been offered to retire the team," insert before the paragraph beginning "the pitcher shall be given the benefit of doubt," a complete new paragraph as follows: "The preceding pitcher, and not a relieving pitcher, shall be charged with runs scored by any runners on base when such relief pitcher entered the game. The relieving pitcher shall not be charged with his first batsman reaching first base if such batsman had any advantage because of poor pitching by the preceding batsman. With the count two or three balls and one or no strikes, or three balls and two strikes, charge preceding pitcher if batsman reaches first base, but credit relieving pitcher if batsman retired. With count one or two balls and two strikes, charge relieving pitcher if batsman reaches first base and credit him if batsman is retired."

The remainder of the section is unchanged.

Baserunning Illustrated

The Athletic Journal is indebted to Mr. Ethan Allen, National League Film Bureau, 30 Rockefeller Plaza, New York, for this excellent series of pictures on baserunning. These illustrations are taken from the new National League film, *Play Ball, America!* The movie is available on 16-mm film (one 1200-foot reel) and 35-mm film (two 2000-foot reels) to schools, churches and organizations who can provide sound projectors. The only obligation is express charge both ways. Inquiries should be addressed to Ethan Allen, National League Film Bureau, 30 Rockefeller Plaza, New York; Burton Holmes Films, Inc., 7510 North Ashland Avenue, Chicago, or to your local club office if you live in or near a National League city.

Harry Craft, Cincinnati Reds, Running to First Base (Illustrations 1-5)

Illustration 1. Notice the runner entering the three-foot lane (last half of distance to first base). The runner is in foul territory to avoid possible interference with the fielder. Interference retires a runner.

Illustrations 2 and 3. Notice that the runner is still in the three-foot lane foul territory. He is running in a straight line, not curving to his right (reader's left). This indicates that the play will be close and that he is not going to turn to second.

Illustration 4. Notice that he has come in slightly to the baseline, preparatory to stepping on the bag.

Illustration 5. Craft hits the bag on the ball of his foot and fairly well toward the center of the bag. He leans away from the first baseman to avoid interference.

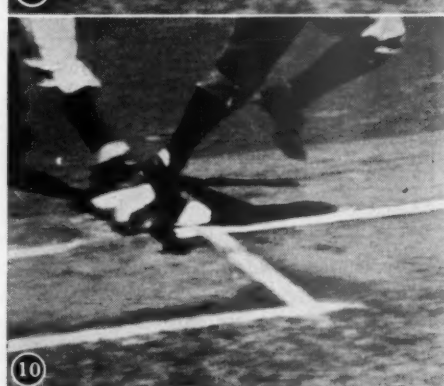
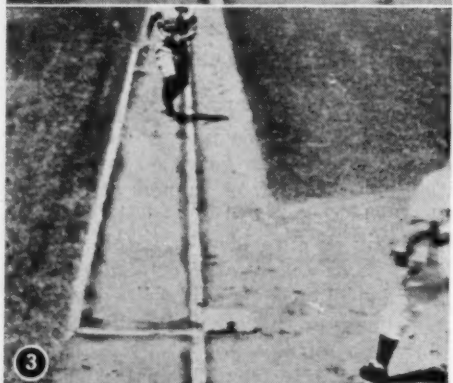
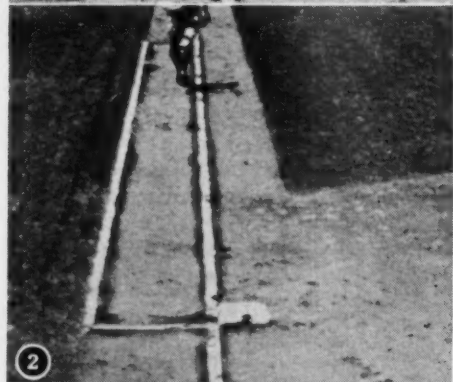
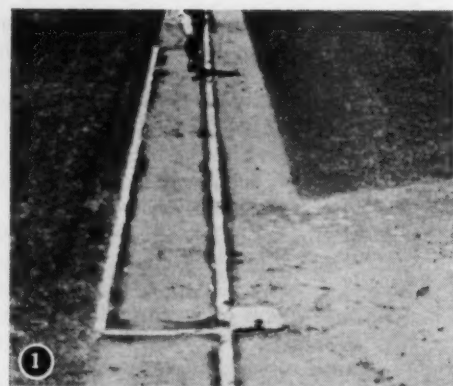
Side View of Craft Approaching First Base (Illustrations 6-10)

Illustrations 6 and 7. Note that Craft is in foul territory still although very close to the bag.

Illustration 8. He is preparing to tag the bag. He has to reach for it slightly but is still in stride.

Illustration 9. Craft is tagging the base as in Illustration 5 of the series above.

Illustration 10. Although he has touched the base, Craft has not yet started to slow down, but is running past the base, leaning toward foul territory. (For front view, see Illustration 5.)



Rounding First Base to Go to Second

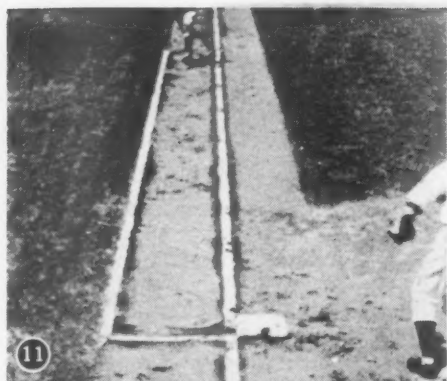


Illustration 11. Craft begins to break into foul territory as soon as he gets 45 feet from the plate. By this time he has seen or the coacher has indicated that he is to go on to second or be ready to do so if the fielder is slow in fielding the ball. There is a chance. When the play at first is close, he should run as shown in Illustrations 1-10; when the play is not close, he should always run, as shown in the series 11-20, to be in a position to take advantage of any fielding lapse.

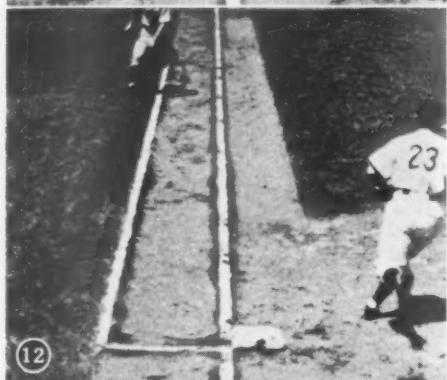


Illustration 12. Craft is still running away from the baseline.



Illustration 13. He is at a point five to six feet from the baseline within about 20 to 25 feet of first base when he begins to turn back. This is farther than most players go into foul territory. The average of good baserunners is 3 to 4 feet.



Illustration 14. Craft, an excellent baserunner, leans far to his left in making the turn to take advantage of pushing off first base, of adding speed and to reduce danger of injury to his ankle.



Illustration 15. He hits the base in stride and continues toward second. Most experts hit the base with their left foot, crossing the right foot over. The average player tags with the right foot. Tagging with left, unless it throws the player off stride, actually saves about one-half step on the turn and further reduces the danger of an ankle injury. There is much difference of opinion on this matter, however.

Footwork on Rounding First to Go to Second

Illustration 16. Craft is beginning his turn. Notice that he has already pushed with his right foot to turn himself toward second and is banking his body sharply as he begins the turn.

Illustration 17. He is cutting in toward first preparatory to turning.

Illustration 18. Notice that he hits the base with the sole of his right foot, but is leaning over so that he hits the side of the base. (In straight runs where the play is close, compare Illustrations 5 and 9.)

Illustration 19. Craft is now heading for second. His right foot is still in contact with the bag, giving him a maximum of power in getting started in his new direction. He is using the base as a sprinter uses a starting block.

Illustration 20. He has straightened out for second base.





SLIDING—The Bent Leg Slide (Illustrations 21-30)

Illustration 21. Garms has already hit the dirt, but his body from the waist up is still going down. Notice his right leg is under him with the toe of the foot forward so that his spikes may not catch. Most broken ankles in sliding come from failure of the player to keep the spikes to the rear of the slide.

Illustration 22. Garms is flattening out on the ground to make the baseman reach farther to tag him.

Illustration 23. He is beginning to kick to the right with his right foot to pull his body that way, since the baseman will have to tag from the left. This is made possible by keeping his eye on the ball as it approaches the baseman. Had the throw been to Garms' right (reader's left) he would have come straight in to the bag or would have thrown his weight to the reader's right.

Illustration 24. His whole body is thrown to his right (reader's left). The baseman has only a small target, his foot and leg, at which to tag. His right foot is clear away from the baseman.

Illustration 25. Garms is still moving due to body momentum although he has caught the bag with his left foot. This is a good slide for all purposes as will be shown in Illustrations 26-35.

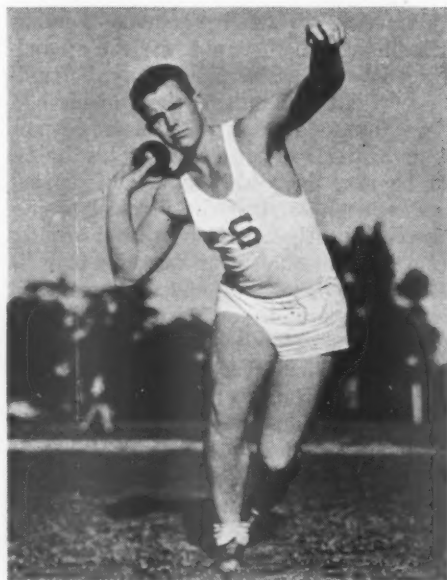


Illustration 1 shows off-balance-drive principle. The putter is in that stage of the principle, where he is about to drive off of the right foot. Indicative of the fact that he has fallen off balance, is his left foot. It is slightly medial-ward. Notice the position of his right (lagging) hip. The position of the shot in its initial position is arbitrary.

If coaches were asked, "What is the most difficult of all the track and field events to coach?" a larger percentage of high school and college coaches would answer, "The shot put."

Why, then, are we finding a great many more shot putters, these past two or three

Spilling the Pivot Man (Illustrations 26-30)

The baseline belongs to the baserunner on thrown balls. It is the baseman's responsibility to get out of the way. However, if a baserunner deliberately goes out of his way to interfere with a fielder, he is out. Note in the next five pictures, how Arky Vaughan of the Pirates, spills Pete Coscarart legally.

Illustration 26. The play will be close. Coscarart has just received the ball.

Illustration 27. Vaughan enters the picture. He has decided to try to spill the pivot man on the double play. His right leg is carried as is Garms' in Illustration 22, but he sees that he is certain to be out and is raising his left leg to cut Coscarart's leg out from under him unless he moves fast.

Illustration 28. Vaughan's left leg catches Coscarart's left leg as he begins his step to make the throw. Had he pushed farther into the diamond to get rid of the ball, he would have gotten the throw away.

Illustrations 29-30. Coscarart is hopelessly upset, has not even been able to get rid of the ball. Result: one out instead of two. Notice Vaughan has never turned the spike side of his shoe at Coscarart in an effort to injure him. Ball players take this spilling as part of the game, but had Vaughan turned his spikes at Coscarart unnecessarily, it might have been the beginning of another baseball feud.

Regaining Feet When Sliding on Overthrows (Illustrations 31-35)

Illustration 31. Vaughan is already on his way down on his slide when he sees that the throw is wild. An attempt to stop at this point usually results in a spill and some times in serious injury.

Illustration 32. Vaughan is going on down into the dirt. He is in about the same position as he was before he started to raise his leg as shown in Illustration 27. Compare similarity of position with Garms in Illustration 21.

Illustration 33. Seeing the ball go through the baseman, Vaughan has put his right hand out to steady himself as he comes up. His right leg is still well under him as he hits the base.

Illustration 34. He is using his arms excellently to regain his balance and is pushing himself off the ground with his right foot after tagging the bag with it.

Illustration 35. He is away to third base.

The two series of pictures on baserunning and sliding will give the readers a very excellent idea of the National League film, *Play Ball, America!* Editor's note.



Illustration 2. This picture has been posed in order to convey three of the principles: 1. Simultaneous landing of both feet. 2. The leg-crouch. 3. The lag of the right hip.

fore, can properly make a mechanical analysis of the shot putter and his event, he will have removed the major stumbling block to successful shot-put coaching.

This article is not to deal with formal facts concerning the mechanics of the shot put. If the reader is interested in such a study he should consult the work of Professor Thomas Kirk Cureton of Spring-

Five Principles of Shot Putting As Exemplified In the Stanford Form

By Hilmer G. Lodge

years, achieving upper-bracket marks than in previous years? One answer, overlooked by many coaches, is that the shot-put event can definitely be considered one which requires careful mechanical analysis. In more scientific terminology, mechanical analysis is simply the application of mechanical laws to the event and the competitor engaged in the event, such principles of physics being applied to afford the greatest amount of mechanical efficiency. If coaches are partially and practically grounded in the study of physics, they will better understand the actual mechanics of the event. If the coach, there-

field, Massachusetts.* This article is to present some practical considerations in the technique of putting the shot. The factors to be considered, however, very definitely are based upon mechanical principles.

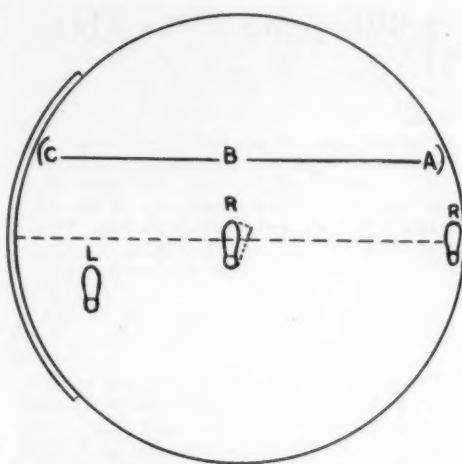
For a number of years Stanford University shot putters have maintained an exceptional record. That is to say, putters representing this institution for the past eighteen years have ranked among the first six weight men of the country each year. It has taken men like Torrance, Hackney, Sexton, Kuck, Watson, and now Blozis, from different universities, to break up the Stanford domination. It has been the custom of many sport writers to refer to these Stanford athletes as exponents of the "Stanford Form." Many times, interested coaches approach the Stanford boys or their coaches and inquire about the "Stanford Form."

The easiest reply to the inquiring parties is to suggest that there is nothing much to the form, but this, and this, and this. However, the matter of the technique employed by the Stanford putters is more than a mere disjointed series of movements across the shot-put circle.

Fundamentally, there are five cardinal principles in the technique of putting the shot as brought forth by Coach Robert L. "Dink" Templeton of Stanford. In their respective order they are: 1. The off-balance drive. 2. Driving in a straight line across the diameter of the circle. 3. Landing on both feet simultaneously when arriving in the putting position. 4. Landing with the leg-crouch effective when arriving in the putting position. 5. Letting the hip on the putting side lag behind the shot.

Of course, those who have watched Stanford putters perform will probably inquire, "What about the shot being held off or above the shoulder and not on the neck? Isn't that one of the factors involved in the form?"

The value of holding the shot off the shoulder is quite debatable. A number of Stanford putters have used it with success, but some of the better putters preferred the neck position, so it may be justly said that the off-the-shoulder-position is not definitely a part of the form. It might be well to point out that due to anatomical, physiological and perhaps psychological differences, some athletes might respond with better efforts from this outer position. It is most evident that the speed and extension of the forearm are greater when the shot is held more to the medial line of the body than to the lateral. It is safe to say, eliminating anatomical and physiological factors, that the neck position of holding the shot is the more advantageous. The proof of this lies in the fact that the best marks achieved to date, have been made by athletes carrying the shot off the neck. Too, if the physical fact concerning



The position of the right foot upon landing after the off-balance-drive should be turned slightly outward. The left foot should land to the left of the straight line—in such a position as to permit the maximum amount of power in the put to be applied. If the reverse is used following the release of the shot, the left foot will also be in a position to permit its proper completion.

the greater amount of power available at the medial line of the body is considered, we have further substantiating evidence.

The Off-Balance Drive

In all athletic events we find that one of the basic fundamentals is the factor of timing. In shot putting, an event which requires the greatest precision to contribute the maximum amount of effort in a very small area, timing is essential. "Timing," states Webster's Collegiate Dictionary, "is the regulating of a motion, stroke or blow, so as to cause it to reach its maximum at the correct time." The off-balance drive had its inception because the most widely used method of starting across the shot-put circle tended to hamper the efficiency of proper timing in the latter and final parts of the put. The older method referred to is the leg-swing-and-jerk, religiously followed by the pioneer putters.

Exactly, what is the off-balance drive? The putter takes the initial stance at the edge of the circle, with the intent and purpose of driving the full diameter of the circle. We will assume that the putter is right-handed. His right foot is firmly planted. His left foot and leg are swung easily and naturally back and forth. It is not essential for him to raise the knee, that is to flex the hip, more than ten to fifteen degrees. No effort is to be forced on the left leg. The swinging of the left leg should set the timing for the actual drive off of the right foot. Prior to the drive, the putter falls to the left, that is, he permits the weight of the upper part of his body to fall in the direction in which the shot putter intends to go across the ring. At the instant the off-balancing begins, the putter drives off his right leg and foot. This is the initial start of the drive across the ring.

The Straight Line

Many times we have heard that a straight line is the shortest distance between two points. In shot putting it is not only the shortest distance between two points, but its effectiveness is demonstrated by the fact that any movements which take the putter away from a straight line in driving across the ring, cause him to lose the effectiveness of his initial drive. To run a short sprint in anything but a straight line, slows up the performance and requires a greater output of energy. Analogously, in the shot put, if we tend to deviate from a straight line we tend not only to disturb the timing but also to reduce the effectiveness of the force of the drive, as previously pointed out. This principle, although seemingly of an elementary nature, is overlooked often by coaches in their eagerness to have their putter land in a throwing position. The diagram graphically depicts this principle.

Landing on Both Feet

If the factor of timing, previously mentioned, is clearly understood, the importance of landing on both feet simultaneously when arriving in the putting position, will be evident.

Suppose a putter has conformed to all specifications of the put as presented in this article up to the point of landing. His timing is perfect, etc. Instead of landing on both feet simultaneously, he lands first with his right and then on his left. Two things can happen. He may rock from his right to left disturbing his timing, or he may delay the landing of his left long enough to start the forward projection of the shot. If the putter can be visualized in the latter case, he may be seen to have lost the effectiveness of his earlier preparations and also to have failed to have the necessary punch, or power if you like, behind the ball. Then there is the putter, who after starting his drive, tends to commence the shift of his weight from the right leg to the left leg. When he lands in a throwing position, his right foot will no more have landed than the control of his weight will be toward the left side, no position for any good putter to find himself in.

Therefore, if the fullest effort is to remain in force until the put is completed, and to maintain the sequence and continuity of the put, the putter must land on both feet simultaneously. Further facts involved in the landing position are cleared up in the remaining principles.

The Leg-Crouch

The landing position of the putter should be such that his left leg is most nearly extended, while there is a 10 to 15-
(Continued on page 42)

* Cureton, Thomas Kirk, "Mechanics of the Shot Put," Springfield College, Springfield, Mass.

How Champions Train

Training for the Mile

By Dean Cromwell

Track Coach, University of Southern California

LIKE all good college milers, Louis Zamperini, who was N.C.A.A. champion last year in 4 minutes, 13.6 seconds, had a good background of distance work in his early teens.

Louie was raised in the small, bustling industrial town of Torrance, which is some twelve or fourteen miles south of Los Angeles on the way to the Palo Verde hills and San Pedro. His brother Pete, who was two years older, first interested him in track when he was fourteen. Pete was a miler at Torrance High School and used to chase his young brother around the track.

Louie became so interested in running that when he wanted to go to Redondo Beach, which was four miles away, for a swim, he would jog down there and back. He liked to walk as well as run, and here we have the first requirements for a miler.

Men like Archie San Romani, formerly of Kansas State Teachers, Emporia, and Glenn Cunningham, formerly of Kansas University, were developed in the same way. They were from small towns where they had to travel long distances to go to school or visit the neighbors and they developed their legs by walking and running a lot while of high school age.

When Louie reached the University of Southern California, we cut out his long distance work. At the university we are working mainly on Zamperini's speed. He has the background of much running and walking and too much distance work in the future will only pound the life out of his legs. Our object from the start two years ago when Louie became a sophomore and eligible for the varsity was to develop his speed, knowing that we could take his stamina for granted.

Two years ago our favorite distance in getting Louie used to a fast stride and working up speed was the quarter-mile. We would send him through the distance at a 52- or 53-second pace. Usually he would run about three 440 yards a night, interspersing them with short sprints of from 40 to 50 yards.

Sometimes we would have Louie run two 660's in one night. Again these would be interspersed with short sprints. In the middle of the week, Louie would be sent out to run a three-quarter mile at a fast pace, or he would run two half-miles. The 880's would usually be around a two-minute pace. The three-quarter mile every other week would be Louie's longest run in training. We would never let him run his full mile-distance in practice.

The entire plan of training Zamperini, as you can see, stressed speed rather than endurance. His endurance was developed not by long runs but by doing many speed assignments, since we had the background of his walking and running as a high school boy.

Although we have been stressing speed, in reality Louie always gets some distance work from his warm-up. When he comes out to train, he warms up with two easy laps, and after he has finished his training program for the day, he tapers it off with another lap or two at an easy jogging-pace.

It has always been our contention that America is handicapped in the production of outstanding distance men because our young men now ride in automobiles as youngsters instead of having to use their legs for locomotion. When athletes like San Romani, Cunningham and Zamperini come along we find that they are boys from small towns who used their legs a lot when they were young. With this priceless early training, it was possible for their college coaches to develop their speed and thus have the good fortune of producing champions.

Training for the Broad Jump

By Clyde Littlefield

Track Coach, University of Texas

JUDSON ATCHISON, who won first place in the 1939 N.C.A.A. Meet, is twenty-two years old, and a senior geology student at the University of Texas. Atchison's home is at Baird, a small town in West Texas. He is six feet one and three-quarters inches tall, weighs one hundred and seventy-five pounds, and has the physical and mental qualifications to make a fine track and field athlete.

Atchison came to the University of Texas for his education and to play football. He did not come out for track his first year, spending his time at spring training in football. He won his Varsity letter in football three years as halfback. Judson was a good prospect for the dashes because of his smooth, natural running with plenty of speed. He has won three Varsity letters in track, running the 100-yard dash, broad jumping, and he was a member of the championship sprint-relay team.

Judson has been a consistent broad jumper due to his mastery of form, to his method of training and to his possession of natural speed. If he lacked any physical qualification, it was the spring of the high jumper. He has won three Southwest

Conference Championships, was first in the Texas Relays for two years, holding the Texas Relay record; he was first in the Drake Relays in 1938, and first in the N.C.A.A. Meet in 1939, his senior year. He has jumped over twenty-four feet in nine-tenths of all his track meets.

The conditioning period of the season (very early season) was very important to Atchison. He always spent three or four weeks with the sprinters in their early training before starting work on the take-off in the broad jump. He developed during this training period what we call a regular stride. The exercise of springing from the jumping foot seemed to develop strength, stamina and helped him maintain body balance in the air.

After a period of early training, Judson started working on the take-off or run. He spent a couple of days during the week running through the take-off so that he would master the art of hitting the take-off board with his left foot. He always tried to hit the back part of the board in practice. The run in his jump was 103 feet long. He used a check mark eight strides from the board measuring 57 feet, 6 inches. His total run covered sixteen running strides. He started behind his take-off mark and then hit it with his left foot as the run was started, and then hit the check mark with his left foot. The run was at graduated speed; that is, he did not start too fast and lost speed at the take-off. The run in broad jumping should be under control, and not what we call a fighting run. Speed is necessary, but the run must be as smooth as possible.

After the take-off or run was under control, he jumped a couple of days a week for form only, with competition at the end of the week. When he mastered the run, he spent time on form, height, and on the use of speed in the run. We used a wool yarn string across in front of the take-off board to practice for height in the jump. Atchison's height in the jump was between three and a half and four and a half feet. During Atchison's last year of competition, he did not jump often in practice, especially after the track season was under way, and there were track meets every week-end. We have learned from experience that a jumper often loses his spring, bruises his muscles, and develops sore heels by jumping too much. However, each day he should spend much time on sprinting, exercises, and checking the take-off.

Atchison used the hitch-kick form in the broad jump because it was a natural method to him. The illustrations will show his use of the body, legs, and arms in the jump. Other athletes use forms suited to their natural qualifications,

(Continued on page 51)



Judson Atchison, Winner of the Broad Jump, 1939 N.C.A.A. Meet

Illustration 1—Atchison is shown running near the end of the runway with an extraordinarily rhythmic run to assure a practically perfect take-off.

Illustration 2 shows the last stride, the moment before he settles for the lift from the take-off board. (As a rule, the last stride is a fraction shorter.)

Illustration 3—As the foot strikes the board, note that the weight of the body is in a position above the jumping foot to get maximum effort from the strength of the spring in the leg and ankle.

Illustration 4 shows the body angle from the drive off the board and the start of the stride-in-air.

Illustration 5—The left leg is catching up with the right and preparing to swing forward in the stride.

Illustration 6—The left leg caught up with the right and is ahead, and shows the middle of the jump where the right leg starts forward to be even with the left at the landing.

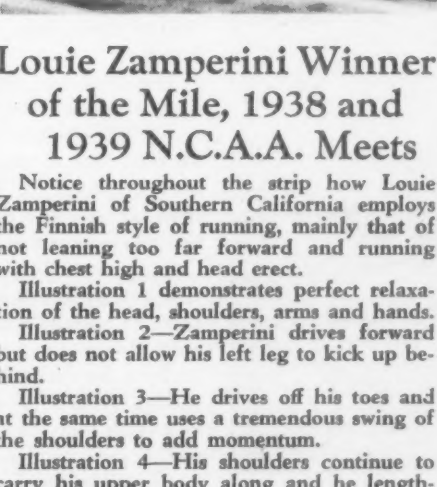
Illustration 7—Note the hip-lift produced by the jumper throwing his arm and shoulders back as he nears the landing.

Illustration 8—The hitch-kick is completed; the left leg is coming up to the right, the arms are thrown up and forward.

Illustration 9—The arms are starting the downward and forward pull and the feet and legs extend forward.

Illustration 10—As the feet strike the pit, Atchison is in position to gain his forward balance by swinging his arms forward.





Louie Zamperini Winner of the Mile, 1938 and 1939 N.C.A.A. Meets

Notice throughout the strip how Louie Zamperini of Southern California employs the Finnish style of running, mainly that of not leaning too far forward and running with chest high and head erect.

Illustration 1 demonstrates perfect relaxation of the head, shoulders, arms and hands.

Illustration 2—Zamperini drives forward but does not allow his left leg to kick up behind.

Illustration 3—He drives off his toes and at the same time uses a tremendous swing of the shoulders to add momentum.

Illustration 4—His shoulders continue to carry his upper body along and he lengthens his stride.

Illustration 5—Zamperini swings into his finishing sprint with his forward leg well out in front but with the knee slightly flexed so that his leg will "give" as his foot strikes the track.

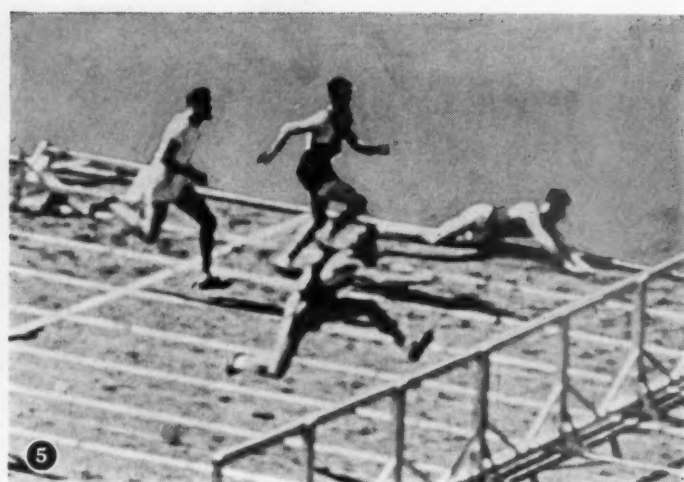
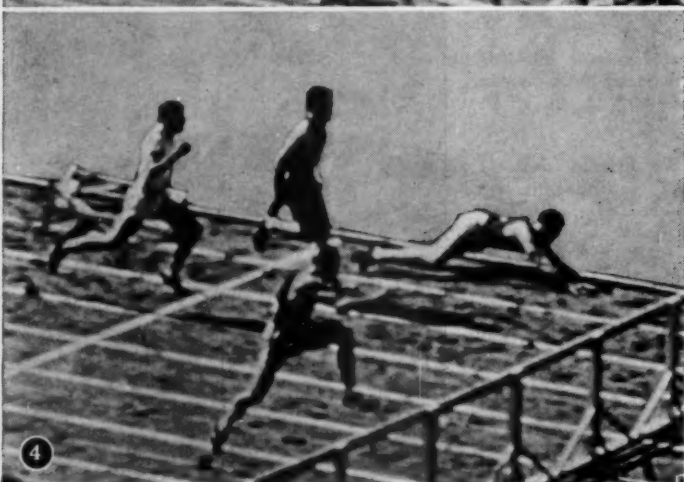
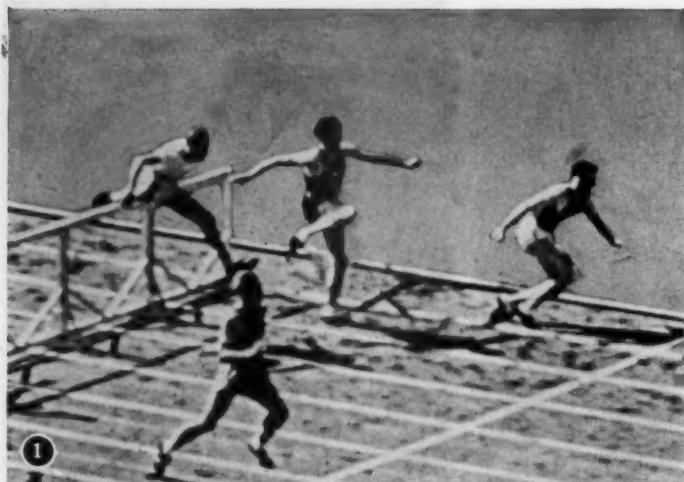
Illustration 6—His leg stride follows through smoothly and he continues to use the vigorous arm action.

Illustration 7—At this point in his stride, Zamperini leans slightly forward and, at the same time, drives off of his toes.

Illustration 8—As his landing foot hits the ground, his heel is kept low and his shoulders are at their lowest point preparatory to beginning another forward swing.

Illustration 9—Zamperini is now traveling at full speed but note that he is still relaxed and running smoothly.

Illustration 10—Zamperini drives for the finish line with hips swinging and relaxed.



Training for the Hurdles

By Harry Hillman

Track Coach, Dartmouth College

A YOUNG fellow desiring to enter some event in track and field is usually doubtful as to which event he is best suited. It is rather difficult for any coach to say that a boy should be a sprinter, or a long distance runner, or a vaulter, etc. The boy must check up on himself to find whether he has speed, whether he is tall enough, or will be tall enough at maturity, whether he has the patience to follow a program of intensive practice and has the grit to work a great deal on fundamentals.

A really good high hurdler, all may be well assured, has spent considerable time on fundamentals. In this article, I shall endeavor to explain how to assist a boy to become a successful hurdler.

The mistaken idea exists among coaches that a boy who, perhaps, does not have sufficient speed to become a sprinter, may be developed into a hurdler. True, a boy lacking speed may develop into a pretty good hurdler, but he would be a much better hurdler, if he had or could develop speed. Form will help out a great deal, but the combination of both is essential in making a boy into a high class performer.

To be a really good high hurdler, a boy should be at least five feet, ten inches in height; the more speed he has the better, and then he should make up his mind, should he select this event, that eventually he is going to be a hurdler. A coach cannot make a boy into a hurdler unless he wants to be one. Even though he is a good sprinter and possibly could make the team as a dash man, this should not keep him away from the hurdles, as this speed will be a wonderful help to him in hurdling. There are possibly ten sprinters to one hurdler, that is, I mean, good athletes; so a boy can see that his chances are a great deal better in the hurdles than in the sprints. In schoolboy track and field meets any number of good sprinters may be found, but good high hurdlers are rare. One reason for this is that this event is seldom found on the program of indoor schoolboy competition. Many good sprinters enter college, but very few good high hurdlers may be found among the first-year college athletes and this means a late start in an event that takes quite some time to perfect.

If a boy decides to become a hurdler, he should start right in at school planning for that event. This does not mean that he should go into all hurdle events in every meet, but it means that he should start perfecting all the fundamentals that will assist him to become a hurdler. If he lacks speed, he should practice with the sprinters and acquire as much speed as he can. If he lacks endurance or power, he should start developing this power slowly by taking long walks and easy cross-country run-



ning out of season.

America has been the pioneer in the art of hurdling, but it has been only in the last twenty-five years that we have developed really good hurdlers, that is, hurdlers that make time and win title events. America has lost only two high-hurdle events since the modern Olympic Games were established, and that includes ten Olympic competitions. In 1920 Earl Thomson of Dartmouth competed for Canada, as he had not made application for naturalization, although he was developed in the United States. The only other winner was S. Atkinson of South Africa; so in re-

(Continued on page 42)

Illustration 1 shows Fred Wolcott, the front hurdler, after landing from the hurdle. His running form is excellent. His efforts are those of a sprinter. Note his excellent arm action.

Illustration 2—Just before approaching the hurdle he still looks like a sprinter in action. His arm action and body position are very good.

Illustration 3—Taking off for the hurdle. His arms are starting a forward motion, and his left leg is in a bent position, similar to that used by one in going up a flight of stairs. Note the forward body bend.

Illustration 4—His left knee position is very good and his chest is straight forward with good arm action.

Illustration 5 shows his body bent forward, his right arm extended and parallel to his left leg. His left leg is relaxed and not stiff. This approach is excellent.

Illustration 6—Wolcott is about to clear the hurdle with his front leg starting the downward motion; his rear leg is coming into position to clear the hurdle. His arm action is very good.

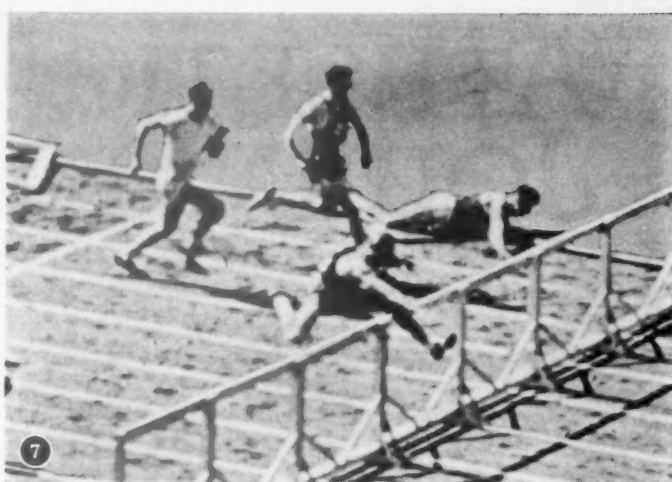
Illustration 7 shows excellent body position with his right arm still extended, his whole body relaxed. Note his particularly good relaxed rear leg.

Illustration 8—Note the good position of his rear leg with his toe pointing slightly upward which prevents hooking the hurdle. His front leg is driving downward and his right arm is being driven downward and outside of his right leg.

Illustration 9—Note the front leg landing with an excellent body bend and the finish of the right arm drive down towards the ground.

Illustration 10—Perfect landing form. Note the body bend, his left arm forward and his right arm back, ready to drive his right arm forward as his left leg comes forward.

Note—The form through the hurdle clearance, including the approach and landing, is about as perfect as can be. Wolcott in landing is in the position of a sprinter with the exception that his right leg is higher than the ordinary sprinter. These illustrations show Wolcott winning the high hurdles in the 1939 N. C. A. A. Meet.



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JOHN L. GRIFFITH, Editor

The Championship Ranks Are Not Crowded

THE American Magazine recently made a nationwide survey of nationally known firms operating different kinds of business. One conclusion reached was, "Business is definitely in the market for real competent men and women and opportunities number far more than is generally believed." The incompetent and mediocre are the ones who are unable to place themselves.

We are a generous people and it is well that we give full consideration to the needs of the incompetent and mediocre. In school we give every boy or girl a chance, but if a child cannot carry the work, he is not given a diploma, although he has worked for it.

As we have pointed out on other occasions, we follow the same principle in the matter of athletics. That is, we give every boy a chance to engage in athletics of some sort or other and we give him an opportunity to try out for the school or college team. We can help him develop his capacities to the limit but we cannot give him a place on the team just because we are sorry for him.

Many boys graduating from school and college these days bemoan the fact that they cannot immediately step into good paying jobs. The fact, however, that those who are most competent have been able to obtain employment should not be overlooked. It is true that some of them had to start lower down than they wished, but the boy who has ability will not always hold a menial job.

Fortunately, school and college athletes do not blame the system, if they are not immediately successful. They know that, if they keep on working, the chances are good that some day they may accomplish their desires. Those who are competing for jobs in the business and industrial world may, with profit to themselves, follow the example of the boys who are competing for places on the athletic teams.

Athletics Exemplify the American Way

THE American people have in recent years been thinking more and more about the American way of life. They undoubtedly have been directing their thoughts to this subject partly at least because the Russian, German and Italian patterns of life and living have been so vividly dramatized.

The best way of life of course is the one which, if followed, will bring to the greatest number of people in any country the greatest happiness and contentment. Who is to judge as to whether the people of any country are better off materially, physically and spiritually than the people of other countries? Naturally the people themselves. If the Russian people have for the last twenty years fared better under the Russian application of Communism, Collectivism, and Totalitarianism than, let us say, their neighbors, the Finns, who have lived under a form of government which has stressed individual freedom, free enterprise and government by the people, it is for the Russians themselves to determine.

What concerns us especially however, is our own way of life. Since most people will agree that the American way is better for Americans than the Communist way, the Nazi way or the Fascist way, we will not discuss that point. Instead, we would like to call attention to some similarities between the American way of life and the athletic way.

If we were to catalogue the attitudes, concepts or faiths held in common by those who are the best exponents of the American way of life and the American way of athletics as well, we would begin with competition. We are convinced that the Americans of an earlier generation who wrote in their copy books, "Competition is the life of trade" and later generations as well believe in what we choose to call the competitive system. Certainly the coaches and athletes believe in competitive games which means that they believe in the principle of competition. Here then is one quality that is an ingredient of the American way of life and the American way of athletics. Of course there have always been a few timid souls who have shrunk from the thought of competition and who have hoped that some great leader would fight their battles for them and thus enable them to avoid all semblance of competition. The majority of Americans, however, are made of sterner stuff. The pink intellectuals who preach Communism but do not practice it and who, generally speaking, are neither pink nor highly intellectual, condemn competition. These worshipers of Red Stalin who consistently are not intellectually honest do not represent America and need not be considered in any appraisal of the American way.

If then the majority of Americans, including those who have something to do with athletics, believe in competition, we can go farther and assume that they accept the fact that rules are necessary to govern life's competitions as well as athletic sports. Our form of democracy is a glorified athletic game and we Americans know that we can not have a

good game without rules. Competition of the sort that interferes with equal rights and opportunities of others therefore is barred.

Those who believe in the American way and the athletic way do not make rules designed to hold the speed of the fastest to that of the slowest. Neither do they believe that by handicapping the fit they can thereby help the unfit. Lincoln put this thought in the following words, "I take it that it is best for all to leave each man free to acquire property as far as he can. Some will get wealthy. I don't believe in laws to prevent a man from getting rich. It would do more harm than good. So while we do not propose any war upon capital, we do wish to allow the humblest man an equal chance to get rich with everybody else."

There is not a coach in an American school or college or university who would deny a student of supposedly inferior athletic ability the opportunity of trying out for the team and neither is there a coach who believes that he could make a poor runner run faster by hobbling the legs of the good runners.

Finally, courage not defeatism is an attribute of the American way of life and of athletics as well. The ranks of successful business and professional men are filled with those who failed and failed again but who kept on trying. These men who have made good have exemplified, almost without exception, another copy book heading which was, "Never say die." They did not admit defeat when they failed. Likewise, athletic champions, both individual and team, would never have succeeded, if they had not been possessed of fighting hearts.

Here then are some similarities between the American way and the athletic way: 1. Competition. 2. Rules governing competition. 3. Leveling up process. 4. Courage and the will to carry on.

Other systems in other countries deny free competition to individuals, hence there are no rules of competition. They champion the leveling down instead of the leveling up process and they deny free men with courage the right to live their own lives.

Let us preserve the American way and let us exemplify it on the playing fields of our country.

Schools of Physical Education

FOLLOWING the World War, the Secretary of War, the Honorable John W. Weeks, asked a number of leading citizens to meet with him in Washington to discuss the question of training for citizenship and national defense. The secretary called attention to "the statistics of the draft which indicate that about half of our population is physically subnormal." He pointed out that "the draft statistics showed that 46.8 per cent of the 2,750,000, whose medical records were complete, were defective. Of all examined, 29.1 per cent, more than one-quarter, were rejected as physically unfit for unlimited service and 17.7 per cent more, almost an additional one-sixth, had to be classed as fit for limited service only.

Under the leadership of the Secretary of War and

others who felt that we should profit from our war experiences, several organizations set about the task of attempting to improve the physical and health status of our citizens, especially that of the young.

When a scientific study was made of conditions, competent authorities called attention to the need of more trained men and women to direct physical education classes, especially in the schools and colleges. Many of the leading colleges and universities responded by setting up courses in the departments of education which might be pursued by students who were preparing themselves as teachers and were willing also to prepare for special work in physical education. Thus we might say that our institutions of higher learning met the challenge of the hour. Certain educators who do not believe that it is the function of the college to offer courses of training in journalism, home economics, manual training, physical education or similar subjects, generally called vocational training, naturally opposed the so-called courses or departments in physical education. The majority, however, of our educational institutions do conduct work which falls under the heading of physical education and undoubtedly prefer to have trained men and women conducting that work rather than having it carried on in a haphazard manner.

These educators maintain that students should not be given training designed to help them make a living after graduation. If a college education, incidentally, has some vocational value, well and good. On the other hand, the trend is more and more toward training for citizenship and it is quite generally recognized that a boy must make a living in order to make a life. One objection to the schools of physical education raised by those who do not believe that the college should offer vocational courses is, of course, that the college is not justified in offering such special courses.

Naturally, some of the college athletes who are looking forward to entering the teaching profession have enrolled in the colleges of education and have majored in physical education. Some have implied that the colleges set up these physical education courses so that the athletes who could not carry work in the colleges of arts and sciences could elect snap courses and thus meet the eligibility requirements of their respective institutions. This criticism of universities which hold a high place in the educational world is unmerited and unjust. Some of the critics are opposed to vocational subjects and are, consequently, opposed to specialized training in the field of physical education. Others who have raised their voices against what they choose to think of as an evil athletic practice, might change their views if they consulted the presidents and deans of the colleges of education regarding these so-called snap courses.

If we are to attempt in the educational institutions to correct the abuses pointed out by the former Secretary of War, it is hardly fair to insist that college athletes should be prohibited from enrolling in the colleges of education and from majoring in physical education.

The Low Horizontal Bar

By Hartley D. Price

Assistant Professor of Physical Education, University of Illinois;
Director of Gymkana; Varsity Gymnastics Coach

THE low horizontal bar is an appropriate apparatus upon which the prospective gymnast may commence his preliminary training. On the low horizontal bar, the performer may develop neuro-muscular control and strength which may be adapted readily to other apparatus. In addition, such training is comparatively safe if proper spotting or guarding is provided. Since the bar is chest high, the instructor may hold or guide the performer who is trying stunts for the first time.

The low bar is not an expensive apparatus. Adjustable bars should be found in well-planned playgrounds and gymnasias. Perhaps tumbling, and stunts on the horizontal bar are two of the most popular forms of stunts in the gymnastic program for the junior high school boy.

Gymnastics Not Necessarily Hazardous

Many physical educators avoid gymnastics on the assumption that too many hazards are involved. Such a viewpoint should be avoided. Gymnastics are not dangerous, and with proper coaching, the sport is comparatively safe. Many competent coaches have never had a major injury, and the injuries that sometimes result from the well-supervised gymnastic

program are usually of a very minor character. Since the benefits of gymnastics far outnumber the disadvantages, the developing individual should be permitted to enjoy the experience provided by this stimulating activity. Then, too, the opportunity presents itself for neuromuscular development.

Prevailing circumstances determine what points should be recognized by the instructor. At all times the safety of the performer should be carefully considered. If the performer feels sure that he can try a new stunt in safety (properly spotted), his self-confidence will be aided.

Hints to the Teacher

In the teaching of stunts on the apparatus, the instructor may be guided by certain pertinent points: 1. The development of self-confidence in the performer should be inculcated; therefore, at all times the sport of gymnastics should be conducted with a minimum of hazard. The art of spotting or guarding should be mastered thoroughly by all performers.¹ 2. The principle of progression should be uppermost in the thinking of the instructor. He should plan his work from the simple to the complex. In this way, the gradual acquirement of skill and of strength should promote a feeling of self-confidence, an essential factor to both the beginner and

¹ See previous article in current *Athletic Journal* series, "Safety Procedures in Gymnastics," February, 1940.

the accomplished gymnast. 3. Joking with the performer or distracting his attention should not be tolerated by the instructor. 4. The beginner should understand very clearly the different types of grasps that may be used on the horizontal bar. These grasps are: Ordinary, reversed, mixed or combined (Illustration 1) and crossed. 5. The learner should understand how to take proper care of his hands. When his hands begin to burn or to become tender, he should engage in some other activity. 6. All bruises, sprains, strains, blisters, etc. should be given adequate first aid treatment.

Hints to the Learner

1. Co-ordination is the main factor in development. Strength should come with practice. 2. A progression of difficulty should be followed. 3. The nomenclature of various stunts should be learned. 4. New stunts should be tried only when the performer is properly guarded or spotted.² 5. The learner should avoid distractions during his performance. 6. He should warm up thoroughly before strenuous activity. 7. He should not try new stunts when tired or fatigued.

In the development of skill on the low horizontal bar, certain fundamental stunts

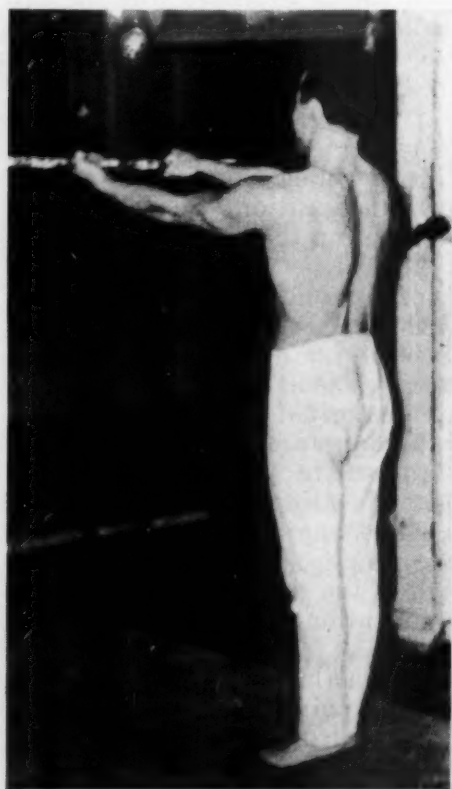


Illustration 1



Illustration 2



Illustration 3

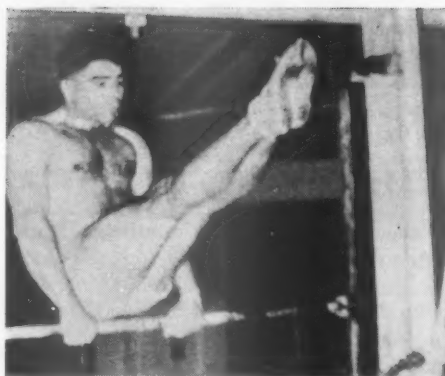


Illustration 4

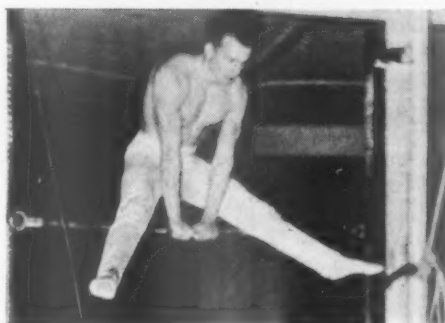


Illustration 5

should be taught first to the beginner if the principle of progression is to be given adequate recognition. The beginner should be spotted carefully at all times. It is advisable to practice the hang position on the high horizontal bar during the period that the beginner gymnast is learning stunts on the low bar.

1. The pupil should assume an active hanging position in which the cue "thumbs around the bar" is stressed. The only time that the thumbs do not encircle the bar is when a wooden bar is used. The circumference of the bar is too large to permit a comfortable grip, and the friction of the thumbs against the bar causes discomfort. The pupil should be advised to hang in a poised rather than in a limp position. At the beginning, he should swing easily with a small pendulum displacement.

2. The pupil should be taught to dismount on the back end of the swing, if he is in the extended position.

3. All forms of chinning stunts are helpful to the beginner.

4. Some excellent tricks for the beginner are: the nest hang or crow's nest and "skin the cat" in which the feet are raised above the head between the hands and arms to an inverted hang and pull-back to original position.

5. The knee swing-up might be tried next to good advantage (Illustration 2).

6. The hip swing-up (Illustration 3) and the back pull-over are usually given after the pupil is further acquainted with the bar.

7. The hip circle backward (Illustration

3) and the seat rise should be developed next. The performer is taught first to place his heels on the bar and in between his hands. He should swing gently, and on the forward swing should shoot his feet and legs up over the bar to a sitting position. (Spot for too strenuous a shoot-through). Later the stunt may be done free of the bar, that is, the performer does not sit on the bar (Illustration 4).

8. Backward and forward single and double knee circles may be tried next (Illustration 5).

9. Double knee swing-ups (outside and between hands) may now be tried (Illustration 5).



Illustration 6

10. The kip is probably the hardest stunt to teach. It demands co-ordination and strength, but timing rather than strength is the important factor. Skill usually develops with practice. Perhaps the best method of procedure is for the instructor to emphasize the arch on the forward end of the swing (Illustration 6). (Refer also to Illustration 1 in the article of this series, "Do You Want to be a Successful Gymnast?" page 20, January issue). The performer should not flex at the waist until the hips start their backward motion. A common error often is made by the performer flexing at the waist as the hips are still swinging forward. Next he should bring his insteps to the bar. With one motion he should kick up, out, and down as pressure is made down on the bar, elbows locked. The shoulder muscles should be used rather than the biceps at this stage of the trick. A common error is that the learner pulls up rather than presses down on the bar. In order to be able to press, rather than to pull, the performer should keep his body in a jackknife position and the kip should be delayed as long as possible. The momentum from the kip should

enable the performer to press rather than to pull. Gradually the performer should learn the art of slipping his grasp, by means of well-timed, co-ordinated wrist action, to bring about a smooth movement. (For wrist action, see "Do You Want to be a Successful Gymnast?" Illustration 2, January, 1940).

11. It should be stressed that the short underswing dismount is for the beginner the best means of dismounting on the front end. In the dismount, the arms should be kept straight, and the momentum should be controlled by the grasp. The dismount is executed in exact reverse of the kip and a release of the grasp is made at the proper moment for a safe dismount. (See Illustration 3 in "Do You Want to be a Successful Gymnast?").

12. The forward hip circle, forward and backward heel (Illustration 7) and sole circles (Illustration 8) may be gradually attempted. In the sole circle, the legs may be steadied by the spotter.

13. The backward kip is a very difficult (Continued on page 50)



Illustration 7



Illustration 8

²Hartley D. Price, "The Art of Spotting or Guarding," *Journal of Health and Physical Education*, Vol. VIII, No. 3 (March, 1937), pp. 151-155; 199.

What Is Your Sport Philosophy?

By Everett S. Dean

Director of Basketball, Stanford University

ATTITUDES, convictions and personal actions are some factors that make up a coaching philosophy. Every coach has a coaching philosophy, good or bad, whether he knows it or not. Every coach should have a clear, definite and wholesome sports' philosophy in order to know in which direction he is traveling and to meet the responsibilities of his profession.

The following paragraphs are comments on several points which go to make up an ideal coaching philosophy. These points are presented with the hope that they will be of some assistance to young coaches and provoke some discussion among the experienced coaches.

What should be a coach's attitude toward his profession? In short, it should be the same as that of any other professional man. The coaching profession in its present recognized status is comparatively new. It has experienced growing pains in its quick transition from a part-time teaching job to one of the most responsible teaching positions in our present school system. Branch Rickey, vice-president of the St. Louis Cardinals and a great benefactor to athletics, says that coaches are not ordinary citizens and can not conduct themselves as many ordinary citizens do. Instead, they should be leaders in the school and community and must assume the responsibility of leadership. In other words, a coach should be an uncompromising champion of clean living at all times. This is important because of his influence and close relationship to his boys and other boys of all ages.

In order to make his profession command respect, it must be worthy of respect. I believe coaches are better teachers now than in the earlier days of athletics. They know more about the laws of learning and teaching. This is, in part, a result of advanced study, which has made the coach a stronger unit in educational work. In this way, each coach, so improving himself, is improving the prestige of his profession.

A coach is rather short-sighted who forgets his relationship to the faculty. He should be a member of the faculty, belong to any faculty clubs and co-operate to the fullest in matters of eligibility, scholarship and social relationship. The ultimate goal of the faculty and coaches is the same—to turn out well-rounded students who can think straight about meeting intelligently the problems facing them after graduation.

What about the attitude of coaches toward their public relations' duties? Most coaches agree that they are bound in this

respect to the community, the townspeople, alumni, Boys' Clubs, Service Clubs, the Y.M.C.A. and the church. Coaches generally regard their work as boys' work. If they do not like boys and young men, the sooner they turn to another profession, the better off they and the boys will be. A coach is in a position of leadership and to be an effective leader, his work must be characterized with service; hence, his relationship to the community and its organizations. He should not avoid these groups. Neither should he run to them, because his opportunities will be many to do good work in the community.

The coach who is in the coaching profession for no other reason than to draw his monthly check will probably have more grief than joy. Coaches choose this profession because of its appeal and their own athletic experience. This gives the young coach a quick start into a real adventure where he can make an honest living and plan for the future. Now after that has been accomplished and you have your first job, you are then on first base. You will reach second base if you keep that chin up (after you and the boys have lost the championship by one point) and work hard and develop your own personal traits so that you are worthy of the trust and leadership vested in you. You will reach third base if you continue to work hard and not rest on the laurels of that last championship and not be foolish enough to believe that there is a short-cut for hard work. You are about to reach third base when you make a decided effort

to meet the educational requirements of your profession. In getting to third base, you have laid the foundation, which will make you a successful coach, regardless of the won-and-lost column, because the victories will take care of themselves if you have average or above-average ability. You will cross home plate with the winning run if your attitudes and actions influence boys and young men to develop physically, mentally and morally and to become assets to the society as fine citizens. A coach may teach his players all the athletic skills known to his sport and they will be of little use ten, twenty or more years later. If the players do not learn some of the great lessons to be learned from athletics, which are so important to the development of their personality and character, the other things that they learn probably would not be worth the price. This alone shows the importance of proper athletic leadership through the coach.

Competitive athletics has grown to such huge proportions that many accusations are made that may or may not be true. We need more big men to act as conservatives in order to maintain a safe balance. We need men with broad vision who will properly integrate competitive athletics and physical education.

I believe that coaches should be proud of their profession, because there are few professions that offer a more noble work than the three-fold development of boys. Other phases of work in the coaching field which call for a definite attitude by the coach are (a) his attitude toward winning games, (b) his convictions toward integrating physical education and competitive athletics and his part as a leader in promoting and developing the formation of physical, mental and social habits of healthful living, (c) his position as a psychologist in dealing with the public, in conducting practice and so forth, (d) his attitude on sportsmanship, (e) his policy toward officials, (f) his policy toward the welfare of the game with reference to intersectional games, professionally promoted games, commercialism in sports, proselyting and other questionable policies.

In this very brief article I have attempted to point out some of the more important factors, which are included in an ideal coaching philosophy. Realizing that there are as many coaching philosophies as there are coaches, I feel that it would be most difficult to offer one that is stereotyped. However, it does seem that there are certain basic principles to be followed in the shaping of a philosophy during one's coaching career.



Everett Dean



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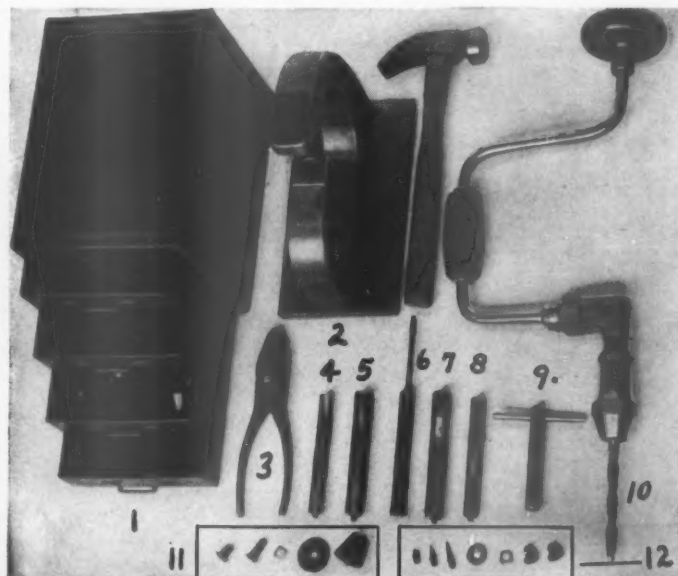
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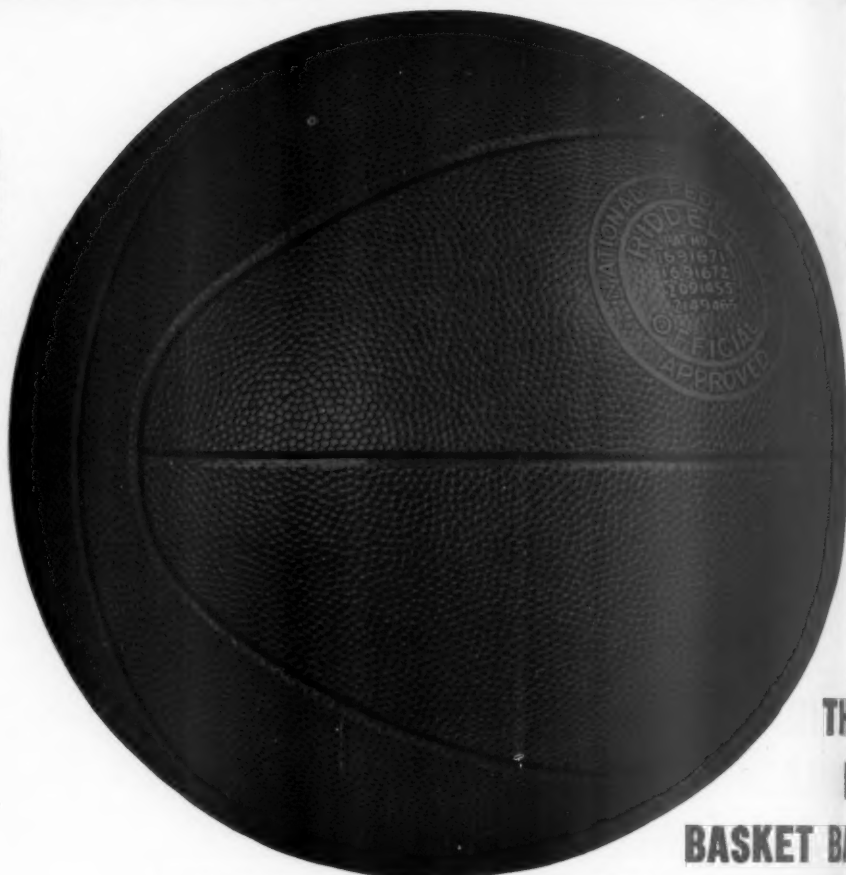
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THE BALL THAT WILL NOT MAKE THE COACH CHA**

BASKET BALL SHOE ACCESSORIES



Style 56

The Champion of leather top basket ball shoes. Is genuine Goodyear welt construction with non-marking sole that can be resoled. We believe this is the fastest starting and stopping shoe on the market. It features a shock absorbing quality that will save your players from fatigue in the hard grind of a basket ball season.

Price\$4.90



Style 55—Red

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price\$5.75



Style 55—Brown

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price\$5.75



Style 57

Same as 56 only in white elk.

Price\$5.75



Style 55—Yellow

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price\$5.75

Laces, gross.....	\$4.50
Outsoles (Light-colored, non-marking), per pair.....	.90
Resoling with Light-colored, non-marking soles, per pair.....	1.75
Sponge Rubber Insoles, per pair.....	.25
Cork Insoles, per pair.....	.11

**ALL SHOES MAY BE HAD IN
THE FOLLOWING ADDITIONAL COLORS
BLUE — ORANGE — GREEN**



Red Bowling

Bowling Shoes in colored kid.

to make up.

Price

THIS IS YOUR RIDDLE

DELL



Football No. 2

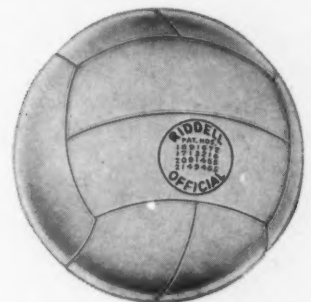
Same as No. 1 only covered with Gunnison basket ball leather.

Price.....\$6.50

Football No. 3

An outseam ball for intramural and six man.

Price.....\$4.50



A very fine moulded volley ball that will hold its size and shape.

No. 1 covered with best grade of white elk leather.

Price.....\$5.00

Covered with good grade white leather.

Price.....\$3.85



Boxing Style 67

A genuine Goodyear welt boxing shoe. Upper of heavy kid. Sole of soft Moccasin leather.

Price.....\$3.75



Wrestling Style 70

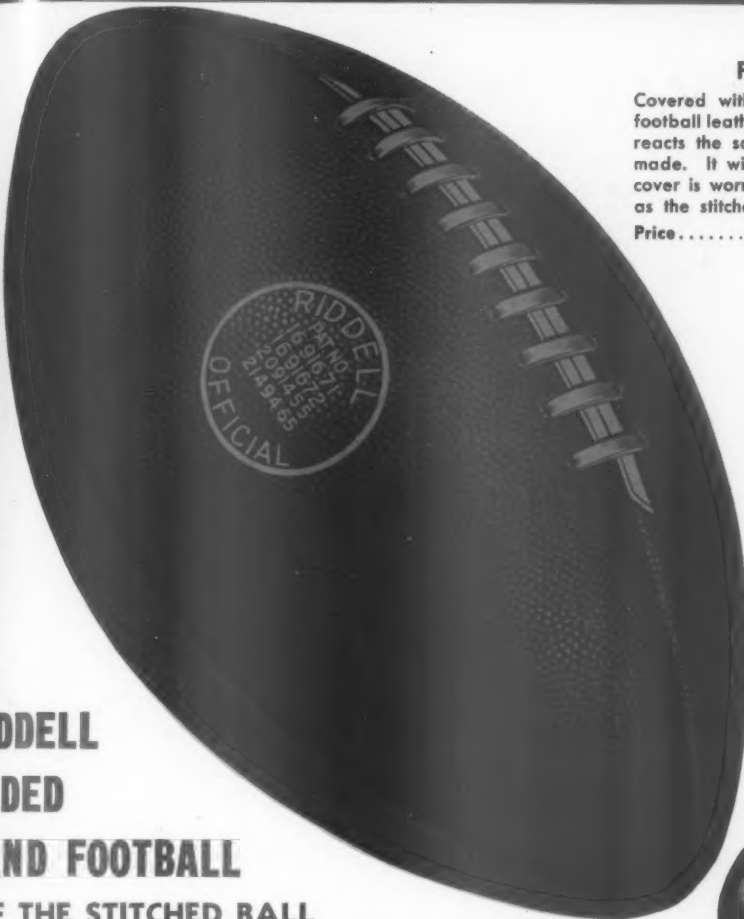
Same as 67 except sole is tough rubber. Has non-scutt tip.

Price.....\$3.75

Football No. 1

Covered with Gunnison's special university football leather. This ball at 7 lbs. pressure reacts the same as the best stitched balls made. It will hold its size and shape until cover is worn off. Does not get as soggy as the stitched ball when wet.

Price.....\$7.50



THE RIDDELL
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ET BALL AND FOOTBALL

ACTION OF THE STITCHED BALL

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AYER OFF HIS GAME

DOACHANGE HIS STYLE OF PLAY

BASKET BALL AND FOOTBALL ACCESSORIES

School Price	School Price
.....\$4.50	Basket Ball Score Books (Adams), each.....\$0.35
.....90	Repair Cement (Riddell), tube......25
.....1.75	Ball Cleaner (Riddell), can......35
.....25	Ball Wax (Riddell), cake......25
.....11	Basket Ball Bladders (Seamless Rubber Moulded), each..... 1.00
	Football Lace, each......15
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Bowling Shoes Style 66

Style 66—The last word in an athletic bowling oxford. Shoes are of equal weight. Has starting insert on right foot which will not tear off. A very stylish looking shoe. Has white eyelets. Men's sizes 6 to 12. Women's sizes 2 to 9. B, C, D, and E widths.

Price.....\$4.50

Style 69—Same as Style 66 only with high top. Has black eyelets. Carried in C, D, E widths.

Price.....\$4.50



Brown Bowling

Bowling shoes in colored kid. Takes 3 weeks to make up.

Price.....\$4.00



Yellow Bowling

Bowling Shoes in colored kid. Takes 3 weeks to make up.

Price.....\$6.00



Red Bowling

es in colored kid. Takes 3 weeks

.....\$6.00

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RIDDELL

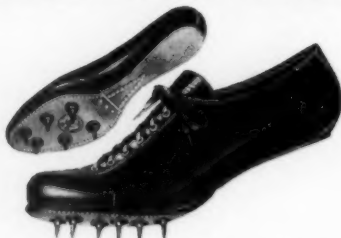
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Style N—A hand turned shoe made of very fine grade of Athletic Tan leather. Fits like a glove.....\$5.00



Style NX—A track shoe long needed to meet the demand for a more durable practice shoe. It is of genuine Goodyear welt construction. Has full sole which keeps upper from wearing out at heel. We believe this is the toughest track shoe made.....\$4.20



Style T—A good durable track shoe. Upper made of tough Athletic Tan leather that insures fit, comfort and resists perspiration.....\$3.75



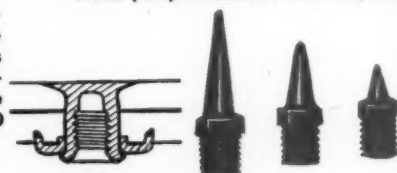
Style J—Field or jumping shoe of a grade corresponding to Style S. Has counter and two spikes in heel. Our very best yellowback field shoe.....\$7.00



Style K—A very strong shoe of welt construction. Highest grade oak soles. Made of Athletic Tan leather. Two spikes in heel.....\$5.50



Style KX—Same shoe as Style K except it has usside heel with no spikes in heel.....\$5.50



Riddell Track Shoes feature an interchangeable spike in three lengths: price, each.....\$0.05

$\frac{1}{4}$ " for board tracks

$\frac{3}{8}$ " for indoor dirt tracks

$\frac{5}{8}$ " for outdoor tracks

The soles of the shoes are reinforced with a steel plate. The fixture binds the sole together in such a way that the spikes cannot punch up into the foot.

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KP—Pole Vaulting Shoe like K only high top, one spike in heel.....\$ 7.00

JP—Pole Vaulting Shoe like J only high top, one spike in heel..... 9.25

JX—Cross Country same as J only has usside heel with no spikes..... 6.50

JY—Indoor Shoe with no spikes in tap or heel, usside soles..... 7.50

KY—Indoor Shoe with no spikes in tap or heel, usside soles..... 6.50

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(Two Weeks to Make Up)

TRACK ACCESSORIES

Track Wrenches.....\$ 0.35
Repair Kits complete for football and track shoes..... 10.00

Laces for Track Shoes, per gross laces.....\$ 1.50
Fixtures complete..... .07

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Style SB—Our very best feather-weight baseball shoe built especially for the big league player. Made of Yellowback Kangaroo. Extra strong and extra light.....\$8.50



Style NB—A very fine Goodyear welt construction baseball shoe with split shank sole. Made of Ath-Tan Kangaroo. Used by many professionals....\$5.50
Style NBS—Same as NB only has short $\frac{3}{8}$ " softball spikes.....\$5.50



Style KB—Goodyear welt construction with straight sole. An extremely strong shoe. Upper made of the finest Athletic Tan leather. Used by quite a few Big League catchers and pitchers. Best shoe in our line for this purpose.....\$3.95
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Style 33—Has a regular baseball upper made out of Athletic Tan leather. Leather insole and counter. Features a special moulded rubber outsole with cleats moulded on the sole which are especially adapted for softball. Each sole has two extra removable golf spikes which can be used at the discretion of the player and can be easily removed if not desired. This shoe makes an excellent golf shoe; also, can be used as a football official's shoe.....\$3.75

BASEBALL ACCESSORIES

Laces, gross.....\$1.65
Spikes (sole or heel), pair..... .18
Pitchers' Toe Plates, attached to shoe, leather, each..... 1.50
Pitchers' Toe Plates, attached to shoe, full cap aluminum, each..... 1.00
Pitchers' Toe Plates, loose, leather, each..... .38
Pitchers' Toe Plates, loose, full cap aluminum, each..... .60

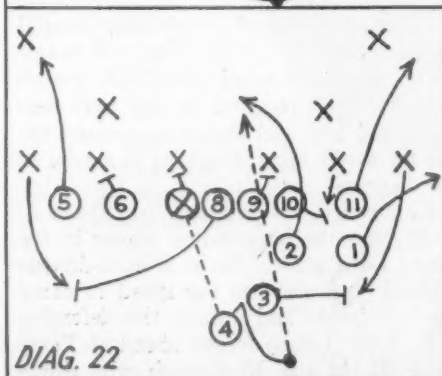
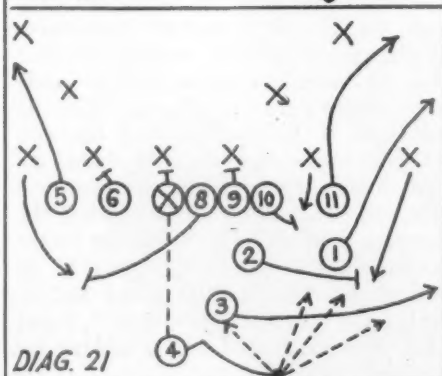
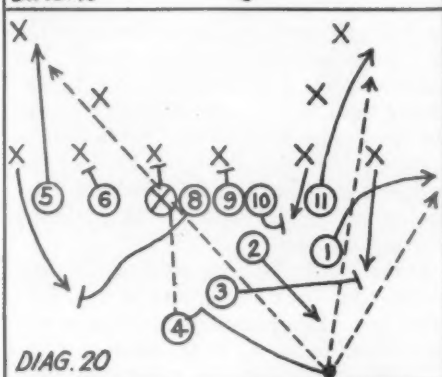
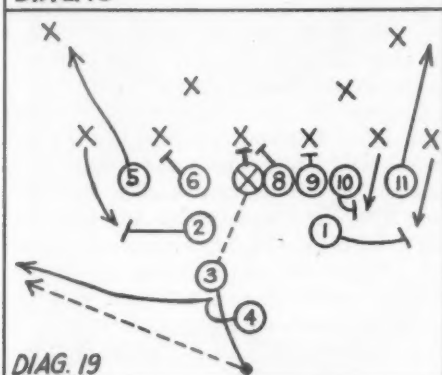
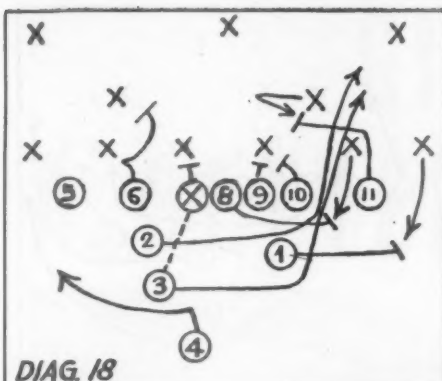
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Chicago, Illinois

Football as Played in Some of the Bowl Games

(Continued from February issue)



In Diagram 18, 6 brushes the defensive right tackle and goes for the backer-up; the center takes the right guard, while 9 and 10 team on the other guard; 11 takes the left backer-up; 8 pulls out to trap the defensive left tackle, while 1 traps the left end. The ball is snapped to 3 who fakes to 4, then follows 2 inside tackle; 4 carries out the fake.

In Diagram 19, the blocking assignments are as follows: 5 drives for the defensive right halfback; 6 takes the right tackle; the center and 8 team on the right guard; 9 takes the defensive left guard; 10 traps the left tackle; 1 and 2 trap the two ends. The ball is snapped to 3 who half spins and fakes to 4, then fades back and shoots a pass to 4 in the flat.

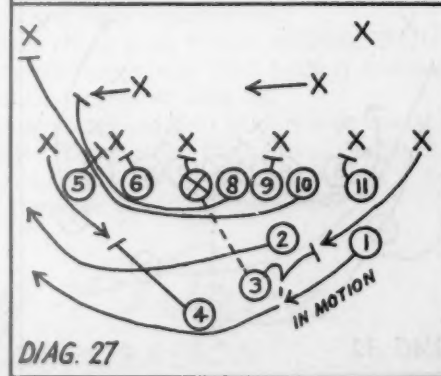
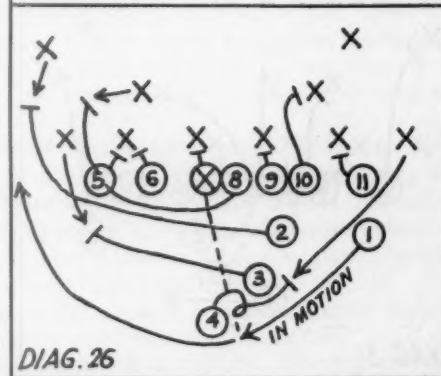
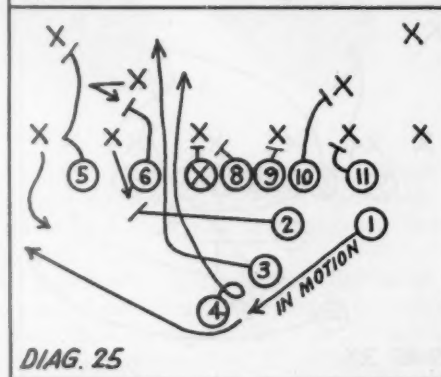
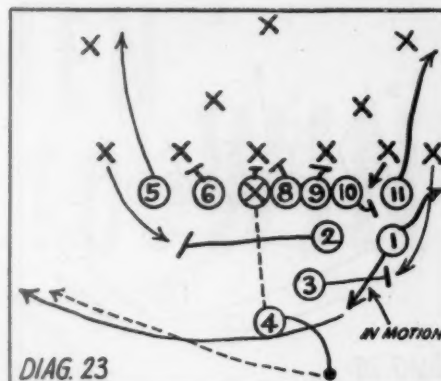
Diagram 20, 21 and 22 show three optional-pass plays. In Diagram 20, the optional receivers are 5, 11 and 1. The blocking assignments are as follows: 6 takes the right tackle; the center takes the right guard; 8 pulls out to trap the defensive right end; 9 takes the defensive left guard; 10 traps the defensive left tackle; 3 traps the defensive left end; 2 serves as an optional blocker. The ball is snapped to 4 who fakes to carry the ball into the line on a slice play, fades to his right and shoots a pass to one of the three receivers mentioned above.

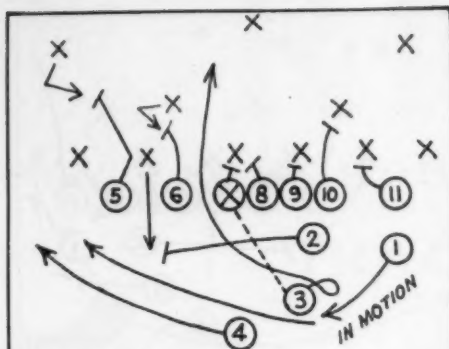
In Diagram 21, the blocking assignments are the same as in Diagram 20 with the exception that 2 traps the defensive left end. The ball is snapped to 4 who fades to his right and may shoot a pass to either 5, 11, 1 or 3.

In Diagram 22, the blocking assignments are identical with those of Diagram 20 except 3 takes the defensive left end. The ball is snapped to 4 who fakes toward the line, then fades and shoots a pass to 2 who has cut over his own right tackle.

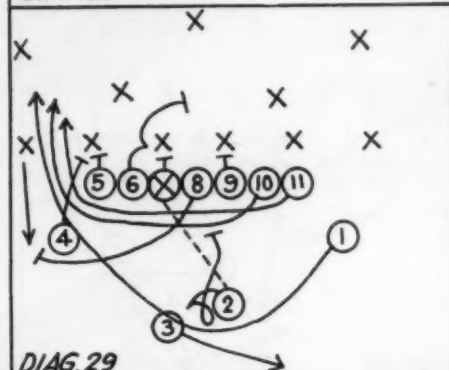
In Diagram 23, 6 blocks the defensive right tackle; the center and 8 team on the right guard; 9 takes the left guard; 10 traps the left tackle; 2 and 3 trap the two ends. The ball is snapped to 4 who half spins and fakes to 1 who was in motion; 4 then fades and shoots a flat pass to 1.

Diagram 24 shows the touchdown-pass play that Southern California used to score a touchdown against Duke in 1938 and to score the second touchdown against Tennessee this last year. Five steps over the line and cuts sharply to his left; 6 takes the right tackle; the center blocks the right guard; 8 pulls out and traps the right end; 9 takes the left guard; 10 traps the left tackle; 3 blocks the left end; 2 serves as an optional blocker. The ball is

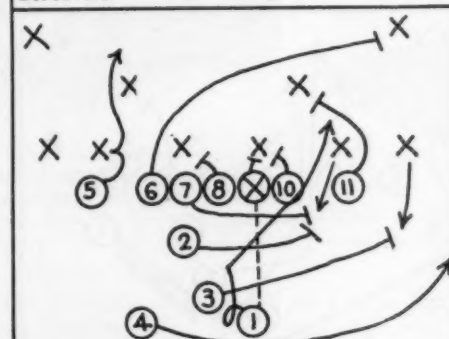




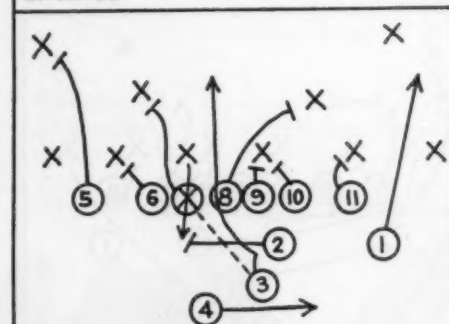
DIAG. 28



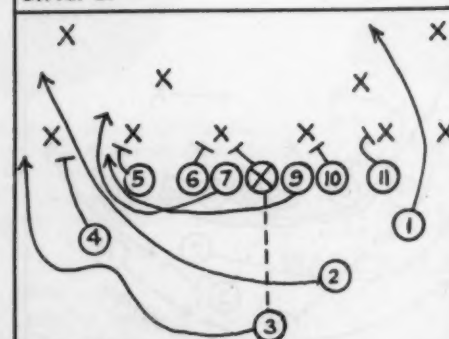
DIAG. 29



DIAG. 30



DIAG. 31



DIAG. 32

snapped to 4 who starts toward the line, then fades to his right and shoots a pass to 5.

In Diagram 25, the blocking assignments are as follows: 5 brushes the opposing end and goes down for the right defensive halfback; 6 goes through for the right backer-up; the center and 8 team on the defensive right guard; 9 takes the left guard; 10 goes through for the defensive left backer-up; 11 takes the left tackle; 2 goes across and traps the defensive right tackle. The ball is snapped to 4 who full spins and fakes to 1 who was in motion; 3 leads the play inside tackle.

Diagram 26 has the following blocking assignments: 5 and 6 team on the right tackle; the center takes the right guard; 9 takes the left guard, 10 the left backer-up, 11 the left tackle; 8 pulls out to go around and take the right backer-up. The ball is snapped to 4 who spins and fakes to 3, completes the spin and hands the ball to 1; 4 blocks the defensive left end; 3 blocks the right end and 1 follows 2 around the end.

In Diagram 27, 5 and 6 team on the defensive right tackle; the center takes the right guard; 8 blocks the right backer-up; 9 takes the left guard; 11 works on the left tackle; 10 pulls out to lead the interference. The ball is snapped to 3 who half spins and gives it to 1; 3 then blocks the left end, while 4 goes over to block the defensive right end; 1 follows 2 around the end.

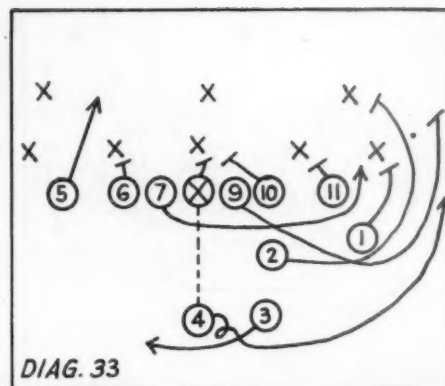
In Diagram 28, 5 steps over the line as if to block the right tackle, then cuts to his left for the defensive right halfback; 6 permits the right tackle to come through and be trapped by 2; 6 then goes down for the right backer-up; the center and 8 team on the right guard; 9 takes the left guard; 11 takes the left tackle; 10 goes through for the left backer-up. The ball is snapped to 3 who spins and fakes to 1, and then drives inside tackle.

The Sugar Bowl Game

THE Sugar Bowl game was an outstanding game with Texas A. & M. victorious over Tulane, 14-13, before 70,000 spectators. Texas A. & M. made the winning touchdown in the last part of the fourth quarter with Kimbrough, the all-American fullback, leading the attack.

Tulane used single and double wing-back formations with an unbalanced line. Diagrams 29, 30 and 31 show three plays that were used by Tulane.

In Diagram 29, a reverse play to the weak side, the ball is snapped to 2 who fakes it to 3 and then spins and gives it to 1 who carries it between the defensive right tackle and defensive right end. Four and 5 block the defensive right tackle in and 8 comes out of the line and blocks the defensive right end out. Ten and 11 lead



DIAG. 33

the play through the hole. This play set up the second touchdown for Tulane.

Diagram 30 shows a trap play to the weak side. The ball is passed to the tailback 1 who fakes it to 4 and then drives inside of the left defensive tackle. The fullback 3 blocks the defensive left end out and 2 and 7 block the defensive left tackle out. The center and 10 block the defensive left guard in and the right end 11 blocks the weak-side line-backer in.

In Diagram 31, a trap play on the defensive right guard, the ball is passed to the fullback 3 who carries it between the two defensive guards. Five blocks the defensive right halfback; 6 blocks the defensive right tackle out; the center blocks the weak-side line-backer; 8 blocks the strong-side line-backer; 9 and 10 block the defensive left guard and 2 blocks the defensive right guard who has been allowed to come through.

Texas A. & M. also used single and double wing-back formations with a balanced line. Diagrams 32 and 33 show two plays that Texas A. & M. used.

Diagram 32 shows a weak-side play from the double wing-back formation. Kimbrough, the 3 back, received the ball from the center and carried it either inside the defensive right end or around him. It looked as if Kimbrough used his own judgment in deciding where he should go. Four would try to block the defensive right end either in or out; 5 blocked the defensive right tackle in; 6 and the center blocked the defensive right guard; 10 blocked the defensive left guard and 11 blocked the defensive left tackle; 7, 9 and 2 led the play around with 7 looking for the line-backer.

Diagram 33 shows a wide play around the defensive left end. You will notice that Tulane was using a five-man line on defense. Four received the ball from center, faked to 3 and then went around the defensive left end. Blocking is shown in the diagram.

Kimbrough, star fullback for Texas A. & M., was the outstanding player in the Sugar Bowl game. He is a hard-driving fullback and also has the speed to carry the ball inside and outside the defensive end. After Tulane forged ahead of Texas A. & M. it was Kimbrough who drove down the field for the winning touchdown.

GIVE YOUR MEN A BETTER CHANCE TO WIN!



THE SPALDING
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RUNNING SHOE



THE SPALDING
14-J
SHOE FOR
VAULTING,
HURDLING AND
WEIGHT-THROWING

Luck plays no major part in track and field events. Skill and ability decide. Under these conditions, inferior equipment can be a fatal handicap. Give your men a better chance to win by using Spalding equipment.

Spalding's running shoes are designed for lightness and strength. They give *naturally* to the rapid flexing of the runner's feet. Most popular track shoe in the country is the Spalding 11-T, recommended by leading coaches. Excellent for dash, middle and long distance running. The uppers of these shoes are of specially selected yellow back kangaroo, hand-turned by skilled workmen. The soles are made of first quality Oak leather, with hand-forged spikes securely fixed by special reinforcements.

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The same superior workmanship and selection of materials which distinguishes these two famous shoes is used in all other Spalding models. And our line is complete, covering every outdoor and indoor track and field requirement.

As it is with Spalding shoes, so it is with clothing. Shirts and running pants are styled for comfort and perfect freedom of action with no loss of smartness or snug fit.

Spalding has taken a prominent part in outfitting every U. S. Olympic Track & Field Team since the revival of the classic games in 1896. That's why we say your men have a better chance to win when they use Spalding equipment.

A. G. Spalding & Bros.

DIVISION OF SPALDING SALES CORPORATION
TRACK EQUIPMENT

Team Coaching Procedures as Models for Ability Grouping and Individualization in the Physical Education Program

By E. A. Geiges

Frankford High School, Philadelphia

IT is the purpose of this paper not to condemn specifically any teaching methods now being used, but to point out the possibilities of improvement in present methods by adopting some of the time-proven aims, and devices that are being, and have been utilized by our most successful athletic coaches. We might say, however, that there are two groups of teachers among us who have been extremists—those who are ultra-modern and those who are old-fashioned. Coaching is like this also.

The modern trend has given us too many yard sticks and calipers by which to measure abilities that need not be measured. If such measurements are attempted, so much time is consumed that the real reason for the existence for a period of instruction is lost. We have a great need for less measuring and more developing; a reduction in the time spent on testing, and a corresponding increase in instruction and practice. Testings and measurements are modern educational maladies too frequently resorted to by teachers who are not sufficiently equipped to obtain maximum results from a group of students by the application of successfully proven methods, or who are just plain lazy.

The other group—the old-fashioned group—fails to recognize any of the changes which characterize modern education. They believe that the only value is that which has been translated into improved skills in whatever subject is taught. A gross knowledge of a given subject, along with student achievements and skills, is beyond their comprehension. For instance, in many classes in health education a student is acclaimed proficient, if he can answer the questions of a test. He may be able to describe immunization, the body physiology, and the functions of various organisms; but on the other hand, he himself may not have been vaccinated, and may have no concern about the water supply of the city in which he lives. Our aim in education should be the development of skills along with knowledge, re-

gardless of the subject matter or the field of study.

There is a decided need for objective measurements, but in most cases our standards may be achieved with a minimum of testing and a maximum of teaching. It is with this thought in mind that I shall make an effort to present to you the technique of developing knowledge and skills on the athletic field, where there are no periods for marking and measuring, and where the individual who can throw the farthest, or kick the greatest distance, is not always the one who is the forward passer or the punter in the organized group that composes a team. It is a combination, as mentioned before, of knowledge and skill, and is the result of an intelligent, organized, methodically correlated, and well-balanced teaching program. It is simple in its conception, with thoughtfully selected essentials as a base, and with abundant latitude for a teacher to treat to a maximum the abilities of individuals.

Coaching procedures in such teaching of athletics as may be applied to our physical education program would need very little adjustment. Both include simple activities, from a pedagogical standpoint, and are compatible. That is, they have common objectives—the development of physical skills, the mastery of co-ordination, both physical and mental, the speeding up of reaction time, and the combination of these essentials with rhythm. The popular conception is that the athletic coach has a much easier task than the instructor in gymnastics, game skills, dancing or rhythmic. This is not correct. As a matter of fact, the common error is to believe that a group of boys or girls who report to an athletic coach for an activity is a homogeneous group of selected material, in so far as their physical and mental abilities are concerned. This, like most other conceptions of those who do not understand, is almost entirely incorrect. The only common factor in a group that reports to a coach for any athletic activity

is that of interest. We must concede that to be very important in the teaching of any activity. However, the ordinary student, when he or she reports for a class in physical education, is not entirely devoid of interest in the activity about to be taught. The difference in interest, actual or potential, is certainly not great enough to invalidate the primary thesis of this paper, that is, the possibilities of using the same procedures in both cases, with, of course, some necessary adjustments.

In athletics, as in all other activities where instruction is necessary, the motivating factor throughout the entire period of instruction, and the one which insures a maximum of success is the creation and maintenance of interest. In no field of instruction is it so necessary for a teacher or coach, if he expects to be successful, persistently to go over details and fundamentals again and again to insure complete mastery. Every teaching period, whether in the school building or on the athletic field should end with the student satisfied that, through his work and the instruction of the coaches, he is better able to execute a block or tackle, a punt or pass. And more than that, he should be not only anxious, but enthusiastic, for work the next day.

Dr. William Reed, of Kansas University, said a few years ago, that if he had absolute control of his faculty's extra-curricular time, he would compel them to spend at least two days a week during the fall season on the football field, for the purpose of learning how interest could be maintained in an activity that ordinarily would soon develop into drudgery. The outstanding characteristic of expert coaching of athletic teams is continuous repetition—drill, drill, drill—day in and day out, until mastery has been achieved. Very often, to prevent monotony, the wise coach creates devices and utilizes pedagogical subterfuges to maintain the interest so necessary for successful instruction. I believe that such a procedure in

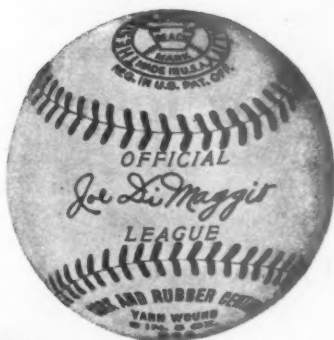
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The high standards of the American League guide our manufacturing policies. Balls bearing the Reach Trade-Mark (and there is one for every price and playing requirement) are uniform in size and weight and built to last.

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A. J. REACH, WRIGHT & DITSON

DIVISION OF SPALDING SALES CORPORATION

BASEBALL EQUIPMENT

instructing a class in almost any activity could be identical.

Let us examine a rough outline of the activities of a well-organized coaching staff: They first issue a call for candidates. As all of you know who have had the experience, on the day when the so-called candidates present themselves, they will be as heterogeneous a group as could possibly be conceived within any given student body; and, as was mentioned before, the only homogeneity in the group would be their interest. And even here, there are examples where this is extremely remote. For instance, it may be that the candidate reported because his father had been a great player and wanted his boy to follow in his footsteps; or it may happen that a boy is actuated by the thought that it will make it easier to join his favorite fraternity if he makes the football squad. In these and similar instances, the direct interest is not in the sport itself. Furthermore, there will be all sorts of physical sizes and shapes—long and lean; short and fat; there will be mentalities and temperaments that include all feasible extremes. From this group the coaches are expected to mould a perfectly operating and coordinated team—physically sound and mentally alert; with quick reaction time, and with a corresponding maximum of moral fibre.

How is this accomplished?

Well, the answer is the same as the answer to, "How is an expert job of teaching done in any classroom?" This is what most coaches do.

Let us assume that a hundred boys report for football in the fall. They are

strangely parallel to similar groups in the gymnasium or classroom at the same time. First, the coach takes the group that is presented, utilizing the fact that they have, of their own volition, indicated that they want to learn. This is the only advantage the coach has over the ordinary classroom teacher.

When the football group reports, it is put through a short preliminary test to determine the general ability of the individuals,—a test that will automatically relegate individuals to different ability groups. Here is where the first test begins. The superior group is given extra work—additional technique. The second group is used to stimulate the first group to do their best, and they themselves, along with the third group, are always endeavoring to elevate themselves to the next group. The poor group is a sub-standard group, out of which some can be salvaged and later developed and improved to such a degree that they will move up, one group after another, and become outstanding examples of expert teaching and personal persistence.

As you might imagine, the changes made from time to time among the group—some going up, others going down—depend upon the individual's success in meeting the demands of the group to which he has been assigned. After the personnel of these groups has been fairly well established, individualized instruction begins. Here is an opportunity to explore the natural abilities and the instinctive tendencies of each candidate. Eternal vigilance to discover and develop the individual athletic aptitude of each candidate to the

maximum can never be relaxed. If he shows some ability as a kicker, he is given special instruction; if a passer or a blocker, he is given every chance through constant practice and correction to develop his ability to the maximum. Daily drills before any new material is taught are essential on the athletic field as in the classroom. From this point, within each squad or group, team play is developed, but only through coordination of the individual's special abilities and accomplishments, improving through daily instruction.

The coach's ten commandments are:

1. Have a day's order, that is, time allotments which vary according to the needs of the candidates.
2. Daily outline of procedure for each of these periods.
3. Always be alert to discover some new talent or ability in the individual.
4. Persist in drill and repetition, aiming for perfect performance.
5. Never forget to stress fundamentals.
6. Do not fall a victim of trick methods, short cuts, or frills.
7. Be enthusiastic, energetic, and industrious.
8. Be exacting and at the same time, pleasant.
9. Be certain in your assignment of individuals to squads. You might have an all-American on the fourth squad.
10. Above all else, be human.

Here you have a picture which has, I hope, convinced you, as it has me, that the pedagogical mechanics of successful coaches can be applied to classroom teaching with correspondingly desirable results.

Shuffle Hockey

Based on a New Game Built Around Psychology

By Frank Colucci

Physical Education Director McKinley Elementary and Junior High School, Flint, Michigan

SHUFFLE hockey is a new game which will fit into any school physical education program regardless of the size of the gymnasium floor. The game has a three fold purpose, namely:

1. It is a new and exciting intramural sport which may be added to any school physical education program.
2. It is a game especially adapted for junior high school students.
3. The game offers quick thinking opportunities, excellent team play, as well as muscular coordination.

The game of shuffle hockey, when originated, was based entirely on psychology, with the realization that boys, especially of junior high school age, possess the desire to have possession of whatever they might be playing with. Boys of junior high age have a tendency to use a follow-the-sheep

system in order to gain possession of the ball. Physical education directors will find that a boy is happiest when he has gained control or possession of the ball, especially in games where that item is the essential part of the contest. Of course, this is not true in all cases, but where there is no individual coaching, such cases are very numerous. Even in the best instructed gymnasium classes where fundamentals are stressed thoroughly, we will find that the boy will have a tendency to follow the ball too much during an intramural contest.

The game through actual experiments and careful study, pleases the boy because he is happy, due to the fact that he has personal possession of a stick. He automatically realizes the responsibility of controlling his own hockey stick during the game

and his desire to gain control of one particular item is practically eliminated, therefore stopping the follow-the-sheep system of play.

The penalties of the game are very strict, and every precaution has been taken into consideration to eliminate accidents.

The outstanding feature of shuffle hockey is the low cost of installation and operation. If regular gymnasium benches and boxing gloves are part of the school equipment, the entire cost for the playing equipment amounts to \$3.50, plus the cost of a few rolls of friction tape. Another feature of the game is that it is played on a regular basketball court with no additional lines needed; the rules are carefully written to harmonize with the playing rules of basketball.



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will have a complete line of
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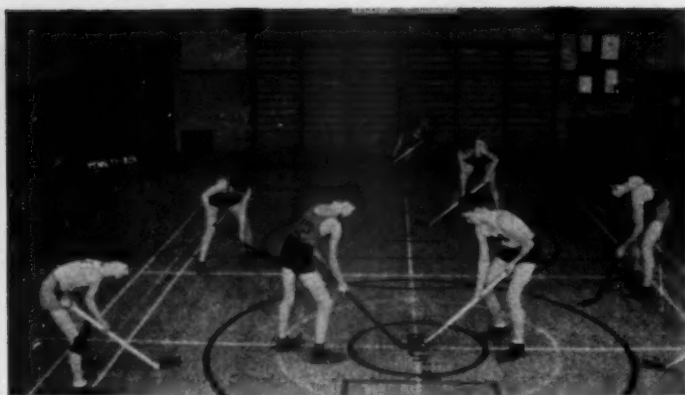


Illustration 1—The line-up for the start of the game at the beginning of the quarter and half or after a goal has been scored.

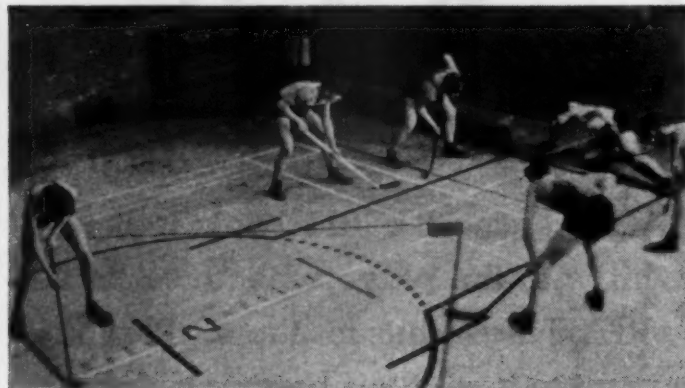


Illustration 2—A free-shot attempt.

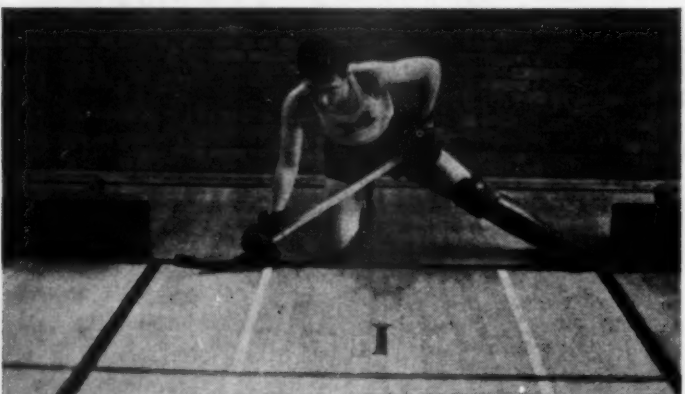


Illustration 3—The goal tender and goal.

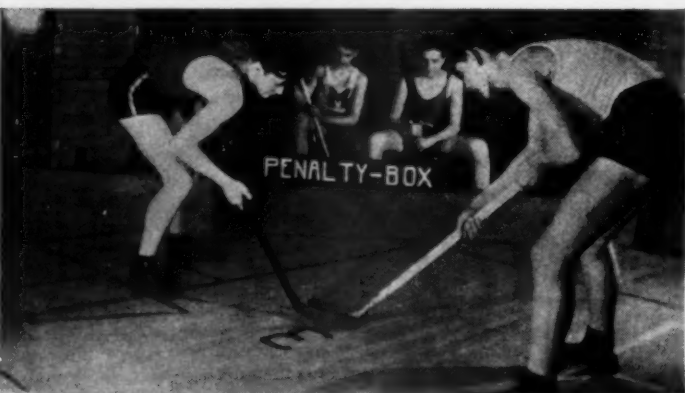


Illustration 4—The face-off position. In the rear the penalty box is shown with two players serving their time for fouling.

The equipment consists of a regulation ice-hockey puck, ten narrow blade hockey sticks (the blade of each stick should be bound with friction tape to prevent crack-

ing), one complete set of boxing gloves (preferably 14-ounce gloves) and eight regular gymnasium benches.

Each team is composed of five players;



Illustration 5 shows the position for a free shot.



Illustration 6 shows the player banking a shot against the end pieces. Bank shots play a big part in this game.



Illustration 7—Fouling with the stick.

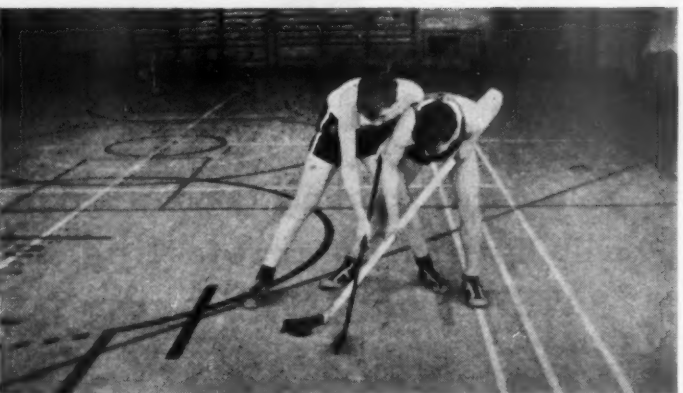


Illustration 8—Body blocking.

two wings, one center, one front guard and one goal-keeper.

The eight gymnasium benches mentioned are termed end pieces. They are



**Get Off to a Fast Start Mornings With This Nourishing
"Breakfast of Champions" So Many Great Athletes Eat!**

Here's your answer to a mighty important problem facing many coaches this time of year—how you can help your boys get more benefit and more enjoyment from the substantial training breakfast athletes need every day.

Get acquainted with this keen-tasting "Breakfast of Champions," the nourishing training dish that so many baseball champions and stars in many sports are eating these mornings.

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good amounts daily. And abundant food-energy, the "food-fuel" that's the largest single requirement in a balanced diet for boys engaged in strenuous physical exercise!

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This famous Wheaties flavor is bringing pleasure and satisfaction to millions of happy, hungry people, including those hundreds of champion athletes who enjoy Wheaties regularly.

So, starting right away, why not get Wheaties on your own morning schedule? Tell your boys about this nourishing "Breakfast of Champions" with the winning flavor. We're sure they will get more fun out of training, plus a lot of welcome nourishment, when they start the day this champion way.

Ask your grocer today for Wheaties—a product of General Mills.



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to make up the end of the basketball surface for an enclosed hockey court. These end pieces may be regular gymnasium benches, eight or ten feet in length, with a width of about ten inches. If gymnasium benches are not available, the end pieces may be made very easily according to a coach's own style of construction. The benches are placed on the floor, with the seat of the bench facing the playing court.

The officials of the game are the referee, timer, scorer, and penalty box scorer.

The game is played in quarters of six minutes for junior high school students, and eight minutes for senior high school students.

The game starts at the center of the floor with the puck resting on the floor. The centers place their sticks parallel to one another and touching the puck. When the referee blows his whistle, play begins. Once the puck leaves the small center circle, it cannot be touched by either of the two centers until another player of either side touches it. The large circle at the center and at the foul lanes, as in basketball, prevents the other players from entering until the puck has been played by either face-off player. Once the puck has been faced off properly, all other players, except the goal tender, may play all over the playing surface.

The purpose of the game is to slide or push the puck through the opponents' goal by means of a hockey stick. For a goal to become legal and count a point, the puck must go through the goal flat on its surface. The goal is the end line, located between the two foul lanes. A puck which rolls across or jumps across the goal line

does not count. All goals and foul shots count one point.

Substitutions may be made only when time is out between the quarters, or half; during time-out periods at the request of the captain; or in case of an injury. Any number of substitutions may be made and the players may communicate.

Fouls of the game are classified as major and minor fouls. All major fouls include charging, blocking, pushing, holding, tripping, unnecessary roughness, striking the opponent with the stick, body checking, interfering with opponent's stick, charging or roughing the goal keeper, and disputing officials' decisions. Minor fouls are classified as kicking the puck intentionally, striking at the puck with the stick, instead of shuffling it, playing the puck after a face-off before it touches another player, leaving the face-off position, purposely stopping the puck with the feet, entering the restraining circle before the puck is played, and others.

Violations include, puck that lodges between the "end pieces," playing puck while it is rolling, stepping into foul lane on free-shot trials, asking for more than three time-outs, goal keeper throwing puck, etc. Some of the violations result in a face-off while others result in a free shot at the goal.

When a player is shooting for a free shot at the goal, he must stand back of the foul line and have his stick in contact with the puck which is also back of the line. He cannot advance over the foul line until the puck crosses the foul line first. All other players must line up on the outside of the foul lane and circle as in basketball, alternating positions. All sticks must

also be kept on the outside of the free-throw lane and circle.

Only the goalie can defend the free shot and he may take any position he desires, hit only the blade of the stick, or he may touch the floor. He may stop the puck with any part of his body or the stick. The goal keeper is not permitted to lay his body across the goal. The goal keeper must follow these rules throughout the entire game. As in basketball an honest attempt must be made to score on all free shots.

All major fouls committed are two-minute penalties, while all minor fouls are one-minute penalties. Whenever a player commits either a major or minor foul, he must automatically go to the penalty box which is usually located at one corner of the gymnasium and report to the penalty box scorer. The penalty box scorer records the time the foul occurred, the name and number of the player, and the time such player is to re-enter the game. The full amount of penalty time must be served. When the penalty time is fully served, the player automatically enters the game without time being called or without reporting to the referee.

The goalie never leaves the game upon committing a foul. The foul is enforced, but he remains in the game unless it is a disqualifying foul. Goal keepers must wear boxing gloves to protect their hands.

The duties of the players are as follows:

Goal keeper—To prevent the opponents from scoring.

Guard—To prevent the opponents from working the puck near the goal.

Center and wings—To try to score upon the opponents as well as prevent them from scoring.

The Second Annual N.C.A.A. Basketball Tournament

FOLLOWING the completion of the basketball schedules of the N.C.A.A. schools, the selection committees of the eight districts will designate the teams that are to represent each district in the Eastern and Western play-offs March 22nd and 23rd.

The Western play-off (teams comprising districts 5, 6, 7 and 8) will be held in the Municipal Auditorium at Kansas City, March 22nd and 23rd.

The Eastern play-off (teams comprising districts 1, 2, 3 and 4) will be held on the same dates at a place to be designated as soon as the selections in those districts have been made.

Appropriate team and individual trophies will go to the winners and runners-up of the Western and Eastern play-offs.

The final game for the N. C. A. A. championship will be held in the Municipal Au-

ditorium of Kansas City, March 30th. Dr. F. C. Allen, University of Kansas as manager of both the tournament and Western play-off is arranging an unusual program of entertainment for those who go to Kansas City for the play-offs, the Basketball Coaches' Meeting, the Basketball Rules Committee meeting and the final game of the tournament.

The National Association of Basketball Coaches have donated a splendid trophy which will be known as the Naismith Memorial Trophy, to be presented to the winner of the N. C. A. A. Championship. Individual awards will be made to members of the winning and second-place teams.

SELECTION COMMITTEES

DISTRICT 1 (Comprising Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut)

Sumner, Dole, Connecticut State College, Storrs, Conn. (Chairman)

DISTRICT 2 (Comprising New York, New Jersey, Pennsylvania, Delaware, West Virginia)

C. E. Bilheimer, Athletic Director, Gettysburg College, Gettysburg, Pa. (Chairman)

DISTRICT 3 (Comprising Maryland, District of Columbia, Virginia, North Carolina, South Carolina, Kentucky, Tennessee, Mississippi, Louisiana, Georgia, Alabama, Florida)

Roy Mundorff, Georgia School of Technology, Atlanta, Ga. (Chairman)

DISTRICT 4 (Comprising Illinois, Ohio, Indiana, Michigan, Wisconsin, Minnesota)

Kenneth L. Wilson, Northwestern University, Evanston, Ill. (Chairman)

(Continued on page 51)

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most wear Voit Regulation Football, Basketball, Soccer Ball, and Volley Ball withstand the most gruelling punishment. Their tough rubber covers vulcanized to a FABRIC-and-rubber center, won't scuff or peel. No stitches to come apart, no laces to wear out.

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most economy Despite their many advantages, Voit Regulation balls cost far less than ordinary balls. Longer life and "no upkeep" add to their economy. Result: you can s-t-r-e-t-c-h your athletic appropriation much further. Join the schools from coast to coast who rely on the longer-lasting, better-playing, economical Voit Regulation line to give them most for their money. Sold by Sporting Goods Dealers everywhere. Write for new catalog today!

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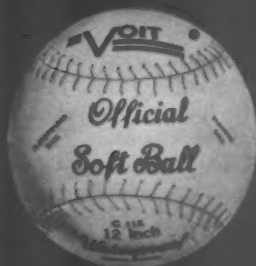
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Student Paper Co-operation in Promoting an Intramural Program

By Mel Larson

Intramural Editor, The Minnesota Daily

HOW to get studious, book-weary Joe Doaks to participate in some intramural sport takes the form of a real problem in many institutions, as the intramural departments yearly seek to satisfy the recreational needs of the students on their campuses.

That problem has been solved, at least at Minnesota, because last year 7,567 men played intramural sports at some time during the school year, and although all of the 10,000 men students did not participate, and Director W. R. Smith and Assistant Mike Cielusak often feel that much of the effort put forth to interest them has little effect, they believe that students at least get to know that the facilities are there for their use.

Various ways are used to get the attention of students but, as is true at probably any college or high school in the land, the most successful appeal is through the student paper. This is true at Minnesota where the Minnesota Daily, the world's largest college newspaper, is put out by the interested would-be journalists. The main contact with Joe or Jim is through the sport pages of that paper, and both the I-M department and the sports editor of the Daily realize that fact and work together to that end.

The best device makes use of the well-worn maxim, "A person's name is the best news." The Daily emphasizes the individual and his achievements, picking up those feats that might pass unnoticed and bringing them to the attention of the student body, thus making the intramural athlete feel that his varsity pal is not the only headline-grabber or space-filler in school.

Through a close tie-up with the Daily, all schedules are printed, all results tabulated if not covered by a reporter, and all official notices given eye-catching spots whenever possible. New tournaments are given special emphasis. All first-round pairings in individual meets are printed, a daily slate of games run, and when the paper has an intramural editor, he chips in with comment whenever such is necessary or advisable. Say, for example, that entries are lagging in some sport, or teams have failed to meet the dead line. Then a notice or two of the right kind generally brings many more into the Tournament. One such example is quotable from the "Intramural Ramblings" column of the Daily. Last October 27 it read, "Touchball entries just aren't coming in, and Cielusak on the main campus and Marsh Ryman on the Ag campus are wondering

whether they'll have enough to make scheduling worth while. . . . Listen, as long as you're in school, you might just as well take advantage of the recreational side of your education. So walk over to 203 Cooke Hall today and sign up." That appeal worked, and Cielusak found that he had twenty-four instead of six teams.

Touchball in the fall, basketball in the winter and diamond ball in the spring are all covered by a reporter who each day or night writes up the ten or fifteen games scheduled, keeping in mind always the stress to be put on names. Tournaments are closely followed, with banner headlines used when important games are played. This daily, intense, personal coverage by the student publication builds up among the students a desire to participate, and stories in intramural sports are read as eagerly as those on varsity events.

Intramural pictures in the Daily are rare, due to the high cost of engraving. Once or twice yearly, and always at the Winter Carnival, to be mentioned later, a string of pictures livens up the first page.

There are plenty of news stories always available regarding the Minnesota intramural activities. Each fall the athletic department puts out an "M" book, a 30 or 40-page booklet which is given to all freshmen and others who want it, and in which all of the winners of tournaments of the previous year are tabulated, the yearly program set out, the extensive facilities described and the way to enjoy intramural sports made clear. Attractively made up in the school's colors, it gives the freshman a definite start in those early, mixed-up days and something which he can use all year long as he switches to any one of the thirty sports at his command on the I-M program. Pictures used in the school annual and varsity team pictures are included.

Another small pamphlet is given to the freshman when he registers in the fall. It is an attractive invitation to participate in I-M sports, gives a brief outline of the sports to be played, and describes the awards to be made in each.

The personal card system which has been developed by the department to keep the tournaments going once they are drawn up is interesting enough to make the Daily. When the initial draw is made, each player gets a card in his post office box, telling him whom he is to play, the

post office box number of his opponent and the date on which the contest must be played. Then, as the tournaments progress, cards for each round are sent out, continuing until the winner is decided.

In the team events, each manager gets a copy of the schedule his team will play, and it is up to him to see that his team is there when the whistle is blown. Forfeits are chalked up as black marks, and they are important in determining the participation trophy winner among the fraternities. The manager is the contact man of the team, and, should weather or other events force postponements, the I-M department notifies him as to the new date.

Much of the organized team activity comes from the academic and professional fraternities on the campus. Because they are permanent, many of the promotional ideas are aimed at them. Each fraternity has an athletic representative who lines up the entrants in each sport offered, and from that all-inclusive entry chart the department makes up the schedules. The academic representatives form a council which meets bi-weekly to iron out details, act on protests, etc., with the professional council serving the same end for the professional houses.

The best way found to interest and keep up interest among fraternities has been the awarding of a participation trophy to the chapter having the greatest number of members participating in the many sports. Forfeits are counted against a chapter in the final compilation, a certain number preventing a fraternity from winning the cup. There is a lot of interest in this trophy, and the prize is a huge plaque which costs about \$50.00.

Probably the biggest event during the entire year is the Winter Carnival held in early March just before final examinations. This year it is on March 6, and publicity on it started early in January. Most winter-quarter sports decide their winners at that time, and in the spacious Field House over 300 athletes vie for the all-U. crowns. The big event on the program is the finals of the all-U. boxing meet.

All Twin City papers cover the Carnival with photographers and reporters. Outstanding varsity football players who are also good boxers furnish good leads for pre-Carnival stories, with the day-after material including action pictures and extensive write-ups.

All of this has touched little on the work done by Marshall Ryman on the Ag campus. This year he started an outdoor skating rink, got some excellent publicity

"THE HAZARDS OF HARD FOOTBALL ARE MINIMIZED

*by Modern Equipment like this"
... say Prominent Coaches*

WILSON 1940 SHOULDER PADS

Featuring an entirely new and revolutionary idea. Most shoulder pads in the 1940 line are furnished with a new *outer-cushioning* of Air-lite rubber, covered with canvas or soft leather, to further protect player and his opponent. Every other detail improved. See this great equipment.



WILSON 1940 "SOFT TOP" HELMET

Improved throughout! Soft top crown. Air-lite rubber over fibre crown, covered with soft leather. Sizes micrometrically checked for correct fit. Air-lite cushioning shaped to fit the head—no uncomfortable ridge. Shock-absorbing suspension strengthened. Built to give real protection and alive with eye appeal.



WILSON 1940 OFFICIAL W R FOOTBALL

Sensation of the 1939 season—a truly modern football. Better hand-traction for secure, accurate passing and handling. Now better than ever—including lock stitched, impregnated, triple lining. It's the ball of 1940. Don't fail to investigate.



WILSON 1940 HIP AND KIDNEY PAD

The last word in hip and kidney protection with freedom of action. Fibres correctly placed—treated to minimize absorption of perspiration. Hanging fibres have new shape and size giving added protection with less bulkiness.



WILSON'S GENUINE LASTEX SHELL PANTS

The product of three years of research and experiment. Made of genuine Lastex yarn—double sewed with Lastex yarn for uniform stretch and "give." The most modern football pants in America. Comfortable! Good looking! Durable. Many combinations of Lastex and other desirable materials. Investigate!



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The new Wilson 1940 line of football equipment is modern—studded with important features to protect not only the wearers but their opponents—and to aid in fast, comfortable play. See this modernized Wilson equipment at your dealer's store or write us for catalog—before you make any commitments. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

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CONTINENTAL *Chain Link* FENCE



*Modern
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FOR
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POOLS...STADIUMS
TENNIS COURTS



on it, including some from downtown papers. The Ag fraternities play with the main campus frats, so most of Ryman's work is with independent teams. His main means of contacting them is through the Daily and post office boxes.

There it is, an intramural program that touches almost 8,000 students every year. Contacting them is one job, interesting

them is another, but with the co-operation of the student publication and the various organized groups, it has been effectively done. The Minnesota intramural department is proud of its participation record, and justly so. The intramural editor of the Minnesota Daily finds much of interest in the department to make "Intramural Ramblings" and feature write-ups possible.

Five Principles of Shot Putting as Exemplified in the Stanford Form

(Continued from page 14)

degree flexion of the right leg at the knee with an approximate 5 to 15-degree flexion of the right hip. This is known as the leg-crouch. When the putter lands in the throwing position, he should not lower his center of gravity, that is, intensify the leg-crouch beyond that attained from the time the putter drives from his initial position. It should be mentioned here that the putter, as he starts his drive from the initial stance, should slightly break the right knee, perhaps, one to five degrees, no farther. Breaking of the knee technically means flexion. It is from the leg-crouch that the fast reaction of the legs that follows the shot through, is permitted to release itself.

Lagging the Hip

In the ideal throwing position, the hip is found to be slightly behind the extension of the arm as the projection of the shot takes place. It might be more explicit to say that the action of the right hip should be slower than the initial action of the projecting movement of the shot by the extension of the arm. Should the hip precede the shot, there is a definite tendency to have the shot drop. That is, the hip in coming through, accepts the

effect of the cumulative drive organized in getting across the ring, and most naturally reduces the amount of power available to project the shot from the neck or shoulder position. If the hip remains behind the shot and the projection of the shot precedes the forward motion of the hip, the power, coupled with the other cumulative factors will give the released shot its proper impetus.

There are many points of importance in shot putting not touched upon in this article. This writer has attempted to sum up a few of the factors emphasized at Stanford University. It should be foremost in the mind of the reader that the most important factor involved in the coaching of an athlete, using the techniques and principles brought forth in this article, is the matter of individual differences. It is quite possible that the offerings of this article may not improve the performance of your putter measurably. However, it is the individual coach alone, who knows his athlete best, plus a definite knowledge of the event, who should determine the advisability of applying the principles presented. Remember, the "Stanford Form" is not stereotyped. Each principle is intended to be applied in such a manner as to best accommodate itself to the individual athlete's requirements.

Training for the Hurdles

(Continued from page 19)

ality we have been defeated only once in this event. Previous to the London Olympics in 1908 there were very few good high hurdlers, the exception being the late A. C. Kraenzlein of the University of Pennsylvania. Kraenzlein, with little technique, was a wonder. Had he known as much about form as the present day hurdlers, he would have been a world-beater.

There are many types of hurdlers. First, there is the short, fast man who must jump the hurdle; he can make fairly good time. Then there is the tall hurdler who has little speed but very good form; this type of hurdler can win many events, but he will never be a high-class performer. The tall, fast man with good form is the

type that usually wins important events. There is another type similar to Wells, the former Dartmouth hurdler. Although not more than five feet, ten inches in height, his legs were four inches longer than those of the average athlete; because of this, although smaller than many of the good performers, he was their equal. Short legs with a long body will not be of much help because a hurdler of this build will have to jump the hurdle to some extent. In Wells' case, his legs were as long as those of an athlete standing six feet, two or three inches in height.

Up to a few years ago, I spent more time on form than I did on speed with my hurdlers, but since watching the past two Olympic Games, I have changed my ideas

GIVE YOUR PLAYERS A CHANCE WITH THE BEST



It's not idle talk to say that the mental attitude of a team—its confidence—is half the battle won.

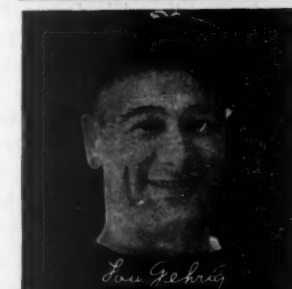
Louisville Slugger Bats will give your players that indefinable something that gets the most out of their ability. For when a player steps up to the plate with a bat that is used by a Big League Champion, he feels he's "right" for a hit.

Send for the 1940 catalogue and price list of Louisville Slugger Baseball Bats and Louisville Slugger Softball Bats.

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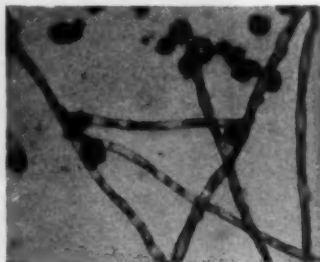
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so that now speed, plus form, seems to be the right plan on which to work. A good tall man with speed and form is a hard fellow to beat. On the other hand, a good short, fast man with form will many times defeat a tall, fast man without much form. What I am emphasizing is that coaches should try to improve the speed of hurdlers whether they are tall or short. This article is not intended to discourage short men from hurdling, as some of the short fellows have developed into very good hurdlers; especially is this true of low hurdlers.

Common Faults in Hurdling

There are many faults common to hurdling. One is hesitation. Many fellows, especially beginners, will come up to a hurdle and hesitate. Another fault noticed among beginners is that they *sail* over the hurdle, that is, they take off and stay in the air too long. They should get over the hurdle as fast as possible and get down on the ground, running for the next hurdle. Depending on his height, the average "timber-topper" should take off about six or seven feet in front of the hurdle and should land two to three feet on the further side.

Specialization in Track Athletics

In these days of fast times and stiff competition, a track athlete must specialize. If he desires to become a hurdler, he should spend his time in this activity with the one idea in mind of being better than the other fellow. He should not shift from one event to the other, even though he might be a fair performer in other events. No doubt he can score in several events, but he cannot very well be a top-notch performer in several events unless he is one of the exceptions.

Specialization in the individual events is what has won for America in each Olympic. We have had no better material than the foreign countries, but the American methods are based upon improvement in the technique of an event.

As hurdling, especially high hurdling, takes considerable time for the perfection of speed and form, a boy, to be a real performer, should spend the allotted time in these events. Nowadays many of our best hurdlers will work for *either* the high or the low hurdles, and where the competition is keen, as in the championships, one athlete is seldom seen in both events. In the Olympic Games it is almost impossible for hurdlers to compete in both of these races, as there are so many heats in each event that an athlete seldom is able to compete in both races and win. Years ago this was possible as there were not so many entries and, other than England, the foreign athletes were mediocre; but in this present era the foreign athletes have developed rapidly and are just as good as

the American athletes and sometimes better. If a boy desires to be a really high-class performer, he should specialize.

Requisites of Good Form in Hurdling

The important points in good hurdling form may be outlined as follows: The hurdler should *step* over the hurdles; he should not throw the front leg up in a stiff, straight motion; he should be familiar with the correct forward movement of the arms; he should have a quick though not jerky snap over the hurdle with the rear leg and a quick downward action of the front leg after clearing the hurdle.

To practice form, he should procure a light hurdle, pad his rear leg at the knee and ankle and practice the above fundamentals, preferably on an even grass surface. By practicing on the grass, the hurdler protects himself in case of a fall and also prevents heel bruises, so common among beginners. In winter months this form-practice may be done indoors with a gymnasium mat as the landing surface.

The newcomer will invariably *jump* the hurdle. He should eliminate this fault at once. He should hang a piece of paper lower than his full height directly over the hurdle and attempt to step over the hurdle without hitting the paper. In doing so, he should not duck his head, but bend forward from the waist. An experienced performer will come well under the paper.

The athlete should be careful of the take-off. If he takes off too far from the hurdle, he is forced to jump the hurdle. If he takes off too close to the hurdle, he will either bang through or be compelled to jump, thereby losing form. He should not take off more than six or seven feet from the hurdle. The step-over motion of the front leg should be done by lifting the front knee as in stepping up a flight of steps. As the front leg, with bent knee action, swings up, the opposite arm should go forward as far as possible in an out-downward motion, with the other arm about half way forward. In beginners, when the front leg swings up, there is a tendency to bend the body towards the opposite side and this straight arm thrust offsets this body turn. For a better explanation, when the athlete hurdles with the right foot forward, the left arm should be the extended one with the right arm half way forward. One motion has the tendency of offsetting the other.

As the top of the hurdle is reached, the chest and the front leg, from the thigh to the knee, should form a sharp V; both arms should still be extended. On top of the hurdle, the front leg should start reaching for the ground with the rear leg in a hooked position, the dragging leg, knee and ankle as near to the hurdle as possible. Care should be taken that there is not too much open space between the hurdle and leg; the less the better. As the back leg nears the top of the hurdle,

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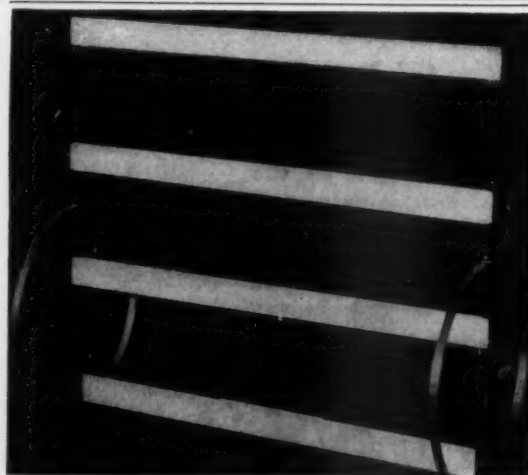
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the left arm should give a quick, short snap back and then should immediately go forward again; as the ground is neared, it should snap back and forward with a quick motion as the back leg swings out in stride. This is one of the finer points in hurdling.

There are various methods of using this back arm, but the one as explained above was used by Thomson. Wolcott of Rice uses a low swing outside of his rear leg. The purpose of this is to keep the arms in action and there is a space in the timing that requires either action as stated previously or a dragging motion. Some hurdlers use the dragging motion to good advantage. They drag their arms up and around the rear knee in one motion which works well, but probably not as well as the double arm rear action. The action as used by Thomson was a sort of a quick, incomplete hitch, used just to perfect the timing. If this rear arm action is used immediately, there is some lost action which has a tendency to slow up the arm action. We might call this action the delayed arm action, or double action movement, but it is valuable. The arms should be kept as nearly in the running position as possible. However, nowadays most good hurdlers use the Wolcott arm action.

It makes absolutely no difference which foot goes over the hurdle first. Instinctively a hurdler can find out whether he is a right or left-footed hurdler. He should try both at the start and find out which comes more natural to him. However, in high hurdling, should he go over the hurdle with the right leg forward, he should start from his mark with his left foot forward, and the opposite, should he be a left-footed hurdler. In his sprinting practices, he should always start with the leg that he uses in the hurdles.

When a hurdler has acquired some technique and wants to continue his development, it is advisable that he use several hurdles. The regulation stride for the average hurdler is eight strides to the first hurdle and three strides between hurdles, "not including the jump-over. To improve his form it is not necessary for him to take the regulation start and stride, but to use two hurdles, preferably on the grass, and work over the hurdles for the form at half speed, taking five strides between hurdles rather than the regulation three. In this way, the hurdler can better notice his errors and correct them. A good suggestion for the beginner is to take two old hurdles and remove the wooden top, substituting a strap of canvas about four inches wide and so arranged that, when he hits the canvas, it will fall off. In this way, he gains confidence and does not bang his ankles and knees. Continually banging the ankles and knees has a tendency to make the novice hesitate. Even experienced hurdlers will not practice over the regulation hurdle, as they claim it is unnecessary to get bruised up when form can



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be obtained with an improvised hurdle.

A novice is apt to overdo his initial training with the result that he takes a dislike to hurdling. Consequently, rather than try to acquire the technique in one season, several years should be allowed in the development. Even a young growing boy can start in on the hurdles with no thought of competition but with the idea of learning and improving form.

Monty Wells was about the best example of a student of hurdling with whom I have ever come in contact. When young, he had a severe sickness which kept him in bed for several months and left him rather weak physically. This was before he thought of taking up athletics. Finally at school he started out to be a hurdler and in later years competed in low hurdling events. When he attended college, he had never done any high hurdling, but started in, not only building himself up physically, but also working on form. In his freshman year, he did not look as though he would ever amount to very much as a high "timber-topper," but he continued working on form, speed, and endurance, and showed a little improvement his second year. It was not until his third year that he started to come along and that year he had perfected his development in all phases so that he won many events, including the high hurdle intercollegiate championship in 14.8 seconds. In his freshman year, he probably would have had a difficult time doing 17 seconds.

Wells was a real student of hurdling. It was necessary only to call his attention to an error once and he would start correcting the fault until he finally overcame it. The only trouble with Wells was that he was so enthusiastic we had a hard time keeping him from overworking. His main thought in athletics was to perfect himself as much as he could and he did a fine job. From this development in the hurdles he built himself up physically and when he was graduated from college he was a fine specimen of physical fitness. He hurdled for several years after leaving college and did great work. Since his retirement from track he has taken up golf and is a capable golfer. In fact, in two seasons, he developed into a low ranking player. As golf is an activity that demands accurate timing, the value of the timing in hurdling was impressed upon Wells so that he started in golf where he left off in hurdling, realizing that to be a good golfer he must put time on fundamentals and timing. After two years he became a golfer. I mention this just to show what a boy can do if he makes up his mind to succeed. Wells was not good material for a really high class hurdler when he entered college, but he made himself into a high class performer. Could he have entered college in the same physical condition in which he left college, Wells would have been an almost assured Olympic winner.

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Now to get back to hurdling technique, let us continue with our description of how a hurdler should actually run his races. We have gone into the different form movements, and now when the development has been advanced to the stage of competition, suppose in a theoretical way, we go right through the event from start to finish, checking up on our development to see what has been gained. Some of the less important points will be included in this theoretical race so that we will have covered the event as well as possible.

We have not gone into the action of the hurdler in leaving his mark, merely calling attention to the fact that an athlete must be a fairly good sprinter to be a fairly good hurdler.

In leaving the mark with the foot opposite to the one that first goes over the hurdle, as explained before, the runner starts for the first hurdle with the one idea in mind of having the proper take-off, a knowledge of which has been gained in practice. It is needless to say that up to the first hurdle, the hurdler is really a sprinter and must have that leaning forward motion of a sprinter. We are assuming in this description that the hurdler goes over the bar with his right leg in front.

As the right foot is being lifted in the step-over action and kicked over the hurdle, the left arm is extended forward and the body is bent sharply at the waist, leaning forward, as if trying to beat the front leg action. The rear leg is lifted from behind and to the side, as explained before in an effort to clear the hurdle. This is a slightly delayed action for the feet should, at no time, be close together. If the rear leg is lifted too soon it will prevent a full stride in landing as the rear leg will get down too soon, thereby shortening the stride. As the rear leg starts over and downward, it should be brought over the hurdle with a regular high knee action on the far side of the hurdle; that is, there should be the regular sprinting form of this rear leg so that in landing, sufficient ground will be covered that the hurdler will not have to reach for the next hurdle. In case the hurdler has to reach too much for the second hurdle, he immediately slows up his speed and in good competition he is lost. The downward drive of the front leg will assist in keeping the rear leg in its proper position. As the front leg approaches the track, the forward body dip needed in the take-off is being straightened so that, at the time of landing, the hurdler will have the correct running angle. If the take-off dip is maintained, the hurdler is inclined to lose his balance, being too far forward. On the other hand, if the hurdler lands in an erect position, usually the rear foot will crash into the hurdle and he will land in an "anchored position," which means a loss of speed and starting all over again. A perfect landing is one in which the weight is

equally distributed between the two legs, and the hurdler is just continuing his race for the next hurdle. A poor landing is one in which the hurdler lands with a thud.

The flexibility of the stomach muscles and of the hips is necessary to assist the forward dip and the balance, and to allow perfect flexion for good rear leg action.

The greater the speed in approaching the hurdle, the greater the necessity of the body dip. By following the description in getting over the first hurdle, the hurdler has the whole race explained, with the exception that in going for the second hurdle the rear leg must come out and get sufficient distance to permit a proper take-off for the second and succeeding hurdles. If the hurdler can get over two or three hurdles in good form, there is no reason why he should not run an excellent hurdle race, providing, of course, he has the condition to last the distance, or has the strength to do so, together with the proper long, easy, fast stride, with snap and power.

The hurdler should not go over a hurdle without thoroughly warming up and going through his exercise. He should not overwork and, in hurdling, it is only necessary to practice over two hurdles, occasionally taking four. He should never attempt going through a flight more than once a week and then only to gain his confidence to last the distance. His track running at varied distances will eventually get him in condition.

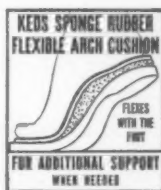
In competition he should never turn his head, and he should pay no attention to his competitors. Should a competitor get the jump on him at the start, he should not permit this to worry him. Many hurdlers endeavor to get to the first hurdle in the lead so that they may distract their competitors from running their races. Watching the other fellow in hurdle races is fatal. A hurdler should keep his eyes glued on his own hurdles, whether his competitors are in front or behind.

A clever hurdler will graze each hurdle by an inch or less and seldom hit the hurdle hard. This brings to mind an incident that happened years ago at Travers Island, New York, the summer home of the New York Athletic Club. A new hurdler joined the club, that is, new in name but experienced as a hurdler. He offered to make a small wager that we could blindfold him and place him on his mark in the "high-timber" event and that he would run over five regulation hurdles and knock a small block of wood off the top of each hurdle. We did not think the fellow could do it without falling, but he successfully went through the distance and did just what he said he would do. His distance, stride, and timing had to be perfect to accomplish this feat. I have seen Thomson many times knock a dime off the top of a hurdle while going at full speed; in fact he seldom missed.

A novice will learn much about the finer



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points of the art of hurdling by watching good hurdlers in action. He should study the form of every good performer. He should study photographs of the good hurdlers in the different positions, but of

course he should have a working knowledge of the things that must be done.

In this article I shall not describe the low hurdles, since the technique is not so exacting.

The Horizontal Bar

(Continued from page 23)

cult move in its precise timing. The beginning of the backward kip is the seat rise position, with heels free of the bar. A swing and a quick arch with a shifting of wrists on the backward swing is the movement (Illustration 9). Proper timing of the body arch together with wrist action is necessary.

14. Vaults, the squat, straddle, flank and stoop next may be presented. These may be done from the balance position. Extra care should be used in spotting since a bad fall may result if the bar is not fully cleared.

15. Handbalance with ordinary and reverse grasps and also giant swing changes may be tried on the bar when it is lowered to a height of about twelve to eighteen inches from the floor. (Illustration 10.)

16. Combinations of stunts into routines next may be attempted.

Continuity Is Desirable

Strict adherence to good form is often discouraging to the developing gymnast. Good form, perhaps, need not be stressed too strongly at first, but the learner should strive for it since the maintenance of good form represents the easiest way to execute a well-timed trick. Good form reduces the variables to a minimum. A routine at first should consist of only three or four continuous movements with one stunt smoothly flowing into the next. A routine or figure should have a striking beginning and the

dismount that is used should allow the gymnast to finish up in a balanced position.

With the development of strength and endurance, the gymnast may lengthen his routine until ten or twelve parts may be executed in good form, in proper sequence and order, and with unity and safety.

The gymnast should remember that a short, well-timed routine, rather than a long, difficult, poorly executed one is to be preferred. Combinations should be chosen so that a smooth flow of movement results. There should be no sudden jerks, or reversals of direction or stops. New grasps and positions should be an integral and practically unnoticed part of the routine.

Routines will not be given herein as the gymnast should learn to create his own. The coach should not compel his charges to perform routines prescribed by him. Rather he should encourage originality and inventiveness on the part of his performers. Much of the fun in gymnastics depends upon the creative possibilities afforded the gymnast. Enthusiasm, originality, and the ability to create new routines are outstanding attributes of the promising gymnast.

Grateful acknowledgments are here made to Paul Fina, Tom Weir, Marguerite Mitchell and Gymkana Troupe members.

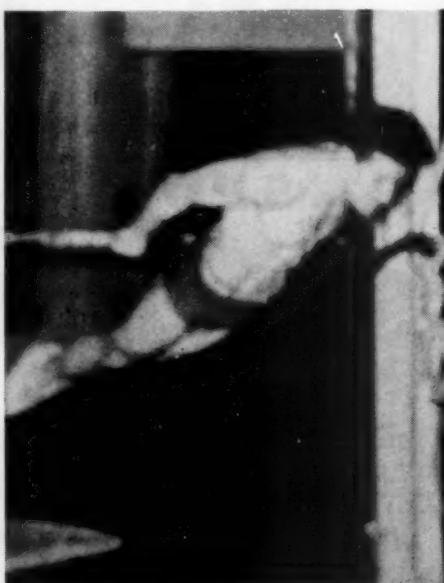


Illustration 9



Illustration 10

Training for the Broad Jump

(Continued from page 15)

master the fundamental principles, and make good records.

Atchison has been an excellent athlete to work with during his college years. He has left with me a few suggestions for boys training for the broad jump: 1. Do not work hard every day. 2. Too much jumping will injure the ankles and legs, causing loss of spring. 3. After the form is once mastered get plenty of rest before competition. 4. Work with sprinters and high jumpers. 5. To prevent bruises use rubber pads in the heels. 6. Different runways will require different measurements for marks. Running with or against the wind likewise makes a difference in the length of the stride. In cold weather the stride will probably be shorter also, so it is well for a jumper to figure out these conditions in order to master the run.

The Second Annual N.C.A.A. Basketball Tournament

(Continued from page 38)

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